DOCUMENT RESUME

ED 044 201 RC 004 761

TITLE	EPDA Indian Teacher Aide Institute, September 7, 1969 - May 29, 1970.
INSTITUTION	Arizona State Univ., Tempe, Dept. of Special Education.
PUB DATE	29 May 70
NOTE	115p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.85
DESCRIPTORS	*American Indians, Cultural Factors, *Education, Exceptional Children, *Handicapped Children, Improvement, Inservice Education, *Institutes (Training Programs), Instructional Materials, *Teacher Aides, Teacher Education

ABSTRACT

The institute was designed to prepare Indian personnel for assignments in schools having large numbers of Indian and handicapped children. The following were the specific objectives: (1) improvement of, and change in, educational settings for Indian handicapped children in Federal, state, and private schools on reservations; (2) preparation of Indian paraprofessionals to assist special and regular classroom teachers in reservation schools; (3) increasing the participants' knowledge of educational needs of the handicapped and developing more positive attitudes toward the handicapped; (4) provision of course work in child growth and development, exceptional children, American Indian history and culture, state school organization and Indian education, and the preparation and use of instructional materials; and (5) provision of supervised practicum experiences in regular and special education settings providing observation and participation with children having a variety of handicapping conditions. Included in the document is information on operation of the program in terms of planning, participants, staff, orientation, institute components, cooperating agencies, and evaluation. The appendices provide a list of books, pamphlets, films, and community resources, as well as evaluation instruments, teacher-aide institute data, and various blank forms. (EL)

ED044201

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EPDA INDIAN TEACHER AIDE INSTITUTE

September 7, 1969 - May 29, 1970

John J. Sullivan, Director

Arizona State University
Department of Special Education
Tempe, Arizona

Computing assistance was obtained from the Health Sciences Computing Facility, UCLA, sponsored by NIH Grant FR-3.

RC004761

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
II.	OPERATION OF THE PROGRAM	2
	Planning	2
	Participants	3
	Selection	3
	Demographic Data	3
	Attrition	4
	Follow-up	4
	Staff	6
	Orientation Program	8
	Participants	8
	Cooperating Teachers	8
	Program Operation	10
	Institute Components	10
	Cooperating Agencies	12
	New Techniques, Materials, and Equipment	16
	Informal Aspects of the Institute	17
	Aide Evaluation of the Institute	18
	Evaluation	24
	Correlates	24
	Aide Information Survey	27
	Aide Opinion Scale	29
	Semantic Differential	32
III.	CONCLUSIONS	34
	APPENDIXES	
A.	RESOURCES	
	Books and Pamphlets	36
	Films	39
	Community Resources	42
B.	EVALUATIONS	
	Aide Evaluation Scale	45
	Aide Information Survey	49
	Aide Opinion Scale	57
	Semantic Differential	66
C.	TEACHER AIDE INSTITUTE DATA	
	Staff and Consultants	70
	Participants	71
	Schedules for Instruction	74
	Publicity	97
D.	FORMS	
	Institute Information	98
	Practicum Experience Forms	105
	Institute Conclusion	109

LIST OF TABLES

TABLE PAGE

1. Number of Aide Responses to the Value of Various Components of the EPDA Indian Teacher Aide Institute 19

2. Correlations Among Major Variables 26

3. Mean Differences on the Aide Information Survey 28

4. Mean Differences on the 23 Categories of the Aide Opinion Scale 30

5. Mean Differences on the Aide Opinion Scale 31

6. Mean Differences on the Semantic Differential Scale Measuring Attitude Change Towards Exceptional Children 33

LIST OF FIGURES

FIGURE

1. Accumulated Average Ratings of Aide Responses to the Value of the Components of the Institute 22

I INTRODUCTION

This program, for the preparation of Indian personnel for assignments in schools having large numbers of Indian and handicapped children, had these specific objectives: (1) improvement of and change in educational settings for Indian handicapped children in federal, state, and private schools on reservations, through (2) preparation of Indian paraprofessionals to assist special and and regular classroom teachers in reservation schools, by (3) increasing the participants' knowledge of the educational needs of the handicapped and by developing more positive attitudes in the participants towards the handicapped, through (4) course work in Child Growth and Development, Exceptional Children, American Indian History and Culture, State School Organization and Indian Education, and the preparation and use of instructional materials, and (5) supervised practicum experiences in regular and Special Education settings providing observation and participation with children having a variety of handicapping conditions.

II OPERATION OF THE PROGRAM

1. PLANNING

The planning phase of the program fell very naturally into two sections in terms of time. Prior to the submission of the proposed program, the Arizona State University Department of Special Education, under the leadership of Dr. Willard Abraham, Chairman, had consulted with educators in the field and administrators of federal, state, and private schools for Indian students. The Division of Indian Education of the State Department of Public Instruction participated in the preliminary planning. The staff of the A.S.U. Center for Indian Education was also involved in the planning which preceded the submission of the proposal.

Following the approval of the proposal, a series of meetings was arranged with representatives of the communities and educators on the reservations. These planning meetings were supplemented by suggestions from teachers in reservation schools.

With input provided by community representatives, teachers and administrators of reservation schools, and utilizing the experience gained in planning and conducting four Indian teacher-aide workshops in 1967, the Department was able to plan an integrated, comprehensive series of experiences for the Institute participants.

It is suggested that more time be provided for planning future projects. The summer months, when schools are closed and staff on vacation or educational leave, are not desirable months for meetings. It is suggested that one school semester be assigned for the planning which is to involve community and local school representatives.

2. PARTICIPANTS

Selection

Qualifications of participants in the Institute required that they be high school graduates or over 18 years of age, speak English and the dominant language of their community, and have an interest in working with handicapped children.

Responses from qualified applicants, totaling 180, were received from the state of Arizona representing all reservation areas. Since the program was funded in June, 1969, with the operational phase to begin in September, 1969, there was a very short time interval for recruitment and selection. Schools had already closed for the school year and it was difficult to contact prospective applicants. It is suggested that in any future program a greater time interval be allowed.

An effort was made to achieve, among the participants, a representative proportion of the tribes in Arizona. It is thought that the effort was successful in this regard.

In future selection procedures, it is advised that medical statements be required of all applicants. Personal and professional recommendations of applicants did not disclose the fact that two of our selectees were under psychiatric care. Although they completed the year's program, their attendance was very poor, and it is questionable as to whether they should be trained for educational occupations.

Demographic Data

Forty-seven applicants were selected from eight reservations and represented eleven tribes in Arizona and western New Mexico. The number

selected from each reservation is as follows:

Fort Apache	6
Gila River	7
Havasupai	1
Hopi	3
Navajo	18
Papago	5
Salt River	4
San Carlos	3

The selected participants ranged in age from 18 to 48 and averaged 26.6 years of age. Thirty-eight were females and nine were males. Twenty-four were married, seventeen were single, and six were divorced, widowed, or separated. Seventeen had no children. The remaining thirty had from one to seven children, averaging 2.9 children per aide.

Thirty-six of the aides were high school graduates and six had obtained the G.E.D. certificate. Of these, 15 had had one or more college courses.

Attrition

The attrition rate, it is thought, was extremely low. Two participants left the program in the late fall. One was asked to leave because of unsatisfactory performance, and the other because of the need to rejoin her family. Three others terminated the program early because of advanced pregnancy, and obtained partial college credit for the year. Of the 47 participants beginning the program, 42 completed the program in its entirety.

Follow-up

As of June 1, 1970, a follow-up of the participants' plans for the new school year indicates that all will be involved in a school

setting. Some plan to further their education through enrollment in a college, either on a full-time basis or in a Career Opportunities Program. Others are to be employed as teacher-aides in schools in their own communities.

3. STAFF

The Institute, because of its location in a large metropolitan area during all phases of academic instruction, was able to provide a wealth of resource people to the participants. Visiting faculty, lecturers, and speakers were drawn from many disciplines and represented many ethnic groups.

The willingness of visiting staff to be involved was evident to the participants. The formal presentations and ensuing dialogue between participants and lecturers added greatly to the program's effectiveness.

A feature of the program was the utilization of American Indian personnel as visiting lecturers and consultants in the areas of Indian history, culture, and education. These lecturers and consultants were drawn from many tribes and areas of Arizona. All were involved, professionally and as community leaders, in the task of Indian education. They furnished additional impact in that they were representatives of the culture and background of the participants.

The full time staff established the daily habit of having informal staff meetings during the lunch periods. Close contact with Departmental staff on the campus was also maintained. The Department of Special Education staff was directly involved throughout the Institute. Members of the Department participated in the field supervision in Reservation schools. Since Department members had assisted in the participants' course work prior to the practicum, the supervision in the field was a continuation of a mutually enjoyable professional and personal relationship.

The shortage of one full time staff member during the first six months of the program was a limiting factor in staff utilization during the practicum phases in the reservation schools.

4. ORIENTATION PROGRAM

Participants

An informal reception for participants and their families and friends was held the evening before the opening of the Institute. This made it possible for the staff to greet all participants, to ease registration and room assignment procedures, and to answer questions of the participants. The participants were also able to become acquainted with each other. Brief introductions of staff and a presentation of a broad outline of the program preceded a social hour for the group and their relatives who had accompanied them.

During the first week of the program, tours of the campus and the library were conducted. These activities and informal, small group meetings with the staff, provided the orientation in the beginning of the program.

The orientation activities resulted in the adjustment of the class and transportation schedules to serve the needs of the participants who were commuting to the campus.

Cooperating Teachers

It would be most helpful to provide for an orientation program to the teachers in the regular classrooms on the reservations. An explanation of the program's intent and a description of the participant's curriculum was sent to each school administrator and the classroom teacher to whom the aide was assigned. Enclosed with this material was a compilation, for the teacher's use, of activities which the participant could be involved with in the classroom. However, if orientation workshops for teachers had been scheduled, it is thought

that the practicum experiences would have been more valuable for both the aides and the cooperating teachers.

5. Program Operation

Institute Components

This year's Institute extended from September 7, 1969 to May 29, 1970, coinciding with the normal elementary school year. The Institute was composed of five phases: (See Appendix C for complete schedules)

Phase I: September 7, 1969 to October 31, 1969.

An intensive college level course was given in Child Growth and Development, followed by a survey course of Exceptional Children, with particular emphasis on mental retardation. Included were field trips to educational centers for handicapped children, presentations on teaching methods and materials, and workshops on vision screening and using audio-visual equipment.

College level courses were given in State School Organization and Indian Education and in Indian History and Culture. Presentations were made by guest speakers from several reservations and by most of the participants.

Phase II: November 3, 1969 to December 19, 1969.

Twenty-three participants were placed in Special Education classrooms in the Phoenix area to gain supervised experience working with handicapped children. The remaining twenty-two participants returned to their own communities for supervised experience as teacher aides in schools on the reservation.

Phase III: January 5, 1970 to March 6, 1970.

The Phase III situation was reversed. Those who were in reservation classrooms in Phase II were placed in Special Education classes in the Phoenix area, and those who were in Special Education were returned to reservation classrooms in their own communities.

Phase IV: March 9, 1970 to March 26, 1970.

All participants returned to the ASU campus for Phase IV. The March workshop involved a variety of experiences requested by the aides and felt to be beneficial by the staff. Major emphases were health and nutrition; language development; behavior modification; art, music, physical education, and instructional materials workshops; and participation in the Eleventh Annual Indian Education Conference.

Phase V: March 31, 1970 to May 29, 1970.

All aides returned to their own communities for additional supervised experience as teacher aides in schools on the reservation.

Several factors were involved in determining the phases of the Institute. It seemed logical that the course work in both normal and abnormal child development should precede actual involvement with handicapped children. This opinion has not changed with the completion of the project.

It was felt both at the beginning of the project and in the final evaluation, that the aides would benefit more, in terms of the project goals, from an intensively supervised continuous placement in local classrooms for the handicapped. This more desirable placement was not feasible for two reasons: (a) lack of supervisory staff personnel knowledgeable in teaching the handicapped (earlier funding may have made hiring additional personnel possible), and (b) low stipend given to the aides. Although the stipend was more than adequate for living on the reservation, it was not adequate for obtaining minimum necessities in a large cosmopolitan city over a prolonged period of time.

The time of the spring workshop was established to coincide with the Eleventh Annual Indian Education Conference.

It is felt that the course content was successfully related to the later practicum with handicapped children due to (a) the close cooperation of A.S.U. and the local Special Education schools and, (b) the same staff member was both course instructor and Special Education practicum supervisor. Unfortunately, because of lack of full-time project staff, such a relationship did not exist with the practicum placements on reservations. However, A.S.U. faculty members acted as supervisors on a part time basis, and did an admirable job covering the wide spread reservation schools.

The Indian Culture course, instructed by the Indian staff member, was thought to be beneficial for several reasons. It was discovered that most of the aides knew relatively little about their own culture and less about other Indian cultures. Seeing the similarities and differences of the cultures tended to break down the exclusive tribal groups and resulted in developing friendships among members of different tribes. Later, several aides were instrumental in developing and teaching Indian Culture units in their reservation schools.

In evaluating the Institute components, it is the feeling of the staff that a more desirable model might be a 4 1/2 month schedule. Initial college course work would be followed by experience in special education classrooms every morning and workshop and discussions each afternoon. Two such Institutes could be held each school year, with a smaller number of participants in each.

Cooperating Agencies

Special Education Schools in the Phoenix Area.

Four schools for handicapped children were chosen as sites for in-service training as instructional teacher aides for handicapped children.

Cerebral Palsy Center. The twenty-three aides requesting to work with cerebral palsied children were placed at the United Cerebral Palsy Center of Central Arizona. This center offers a day care program for forty children from two through sixteen years of age. Speech and physio-therapy are included in the services. They presently have one elementary class for educable cerebral palsied children.

Two aides initially placed at the center established a class for six of the cerebral palsied trainable children. This class was continued by our aides through Phase III. Each aide learned methods in the educable classroom and applied them in their trainable class.

Arizona Children's Colony. Thirty-nine aides lived at the Arizona Children's Colony for periods of from one to three weeks. The Arizona Children's Colony is a state residential facility presently providing services for more than 1,000 mental retardates, ranging from the borderline retarded to the profoundly retarded. Many retarded Indian children are residents of the Colony.

Each of the aides had a choice of two differing classroom situations. These included academic skill subjects, physical education, music, arts and crafts, cooking, sewing, and woodworking.

Following their initial field trip to the Colony, the Indian teacher aides held a bake sale on the A.S.U. campus. The proceeds were given to a fund to provide choir robes for the Colony Children's Choir.

Tempe Getz School. Fourteen aides were placed at the Tempe Getz school for trainable mentally retarded children. This is a small public day school with 33 children in four classes. This school was chosen because many of the children are Yaqui Indians.

This summer a busload of the school's children are taking a nine day camping trip to northeastern Arizona where they will visit some of the Hopi and Navajo aides.

Maricopa County Accommodation School. Thirty-nine aides were placed at various times at the Maricopa County Accommodation School. This is a public day school for 230 handicapped children. There are 18 classes for

the trainable mentally retarded, two for the educable mentally retarded, two for the emotionally disturbed, and two for the physically handicapped. Because of the size of the school, the aides were able to have a variety of experiences. An attempt was made to place the aides in classes containing retarded Pima Indian children who are bused to this school.

Schools and Agencies in Local Indian Communities.

The Institute participants, in field placement in their own reservation schools, were in federal (B.I.A.) schools, public schools, and private schools, as well as Head Start programs. A participant's home community might be served by one or more of these schools. It is anticipated that the schools may have an effect upon one another in terms of providing education for the handicapped in the regular classroom. Community and school acceptance of the responsibility for the education of the handicapped child will grow because the participants serve as a link to the community and the school administrators.

Some participants report that they have observed hearing and vision difficulties among some children in their community schools. These observations, when reported to the teacher and subsequently to the parents, led to medical referrals to Indian Health Service clinics. The participants were especially effective in interpreting to parents the desirablity of a medical evaluation of an apparent physical handicap.

As a direct result of the Institute, the first school facility for Indian children with multiple handicaps has come into existence. Two of the Institute participants had been serving as volunteer aides in a newly established day care center at St. Michael's, Arizona on the Navajo Reservation. The center had been started by a Catholic nun, who is both a

Registered Nurse and Physical Therapist, in response to a request from a Navajo mother for physical therapy for her child. Word spread about the center and other parents brought their handicapped children. Volunteers in the area assisted in the Center's program.

During July, 1969, on a tour of the Navajo Reservation, the newly established Center was visited at the suggestion of a tribal official. Two of the volunteer aides applied for the Institute and were accepted. The Center Director was most anxious to establish an educational program for the 19 children in attendance, only two of whom had ever been in any school program. The Institute staff served as a resource to the Center in establishing a school program by indicating appropriate agencies to be called upon, by furnishing information about applicable federal and state legislation relative to the establishment of an accredited school facility, etc.

In September, 1970, this Center, now know as St. Michael's School for the Handicapped, will enroll 50 Indian children. O.E.O. will provide funding for a preschool program for handicapped children, and the H.E.W. Mental Retardation Center will provide a staffing grant making possible the employment of three special education teachers and a speech therapist. The local public school has also contracted with the new facility to educate multi-handicapped children from the district.

Central Arizona College, a member unit of the state junior college system, was the institution through which participants received college credit for their participation in the Institute program. Current regulations at all four year state universities ruled out the obtaining of credit at Arizona State University. A junior college will accept students who are

ineligible for admission to a four year institution, and credit earned is then transferable to four year institutions. This linkage with Central Arizona College will continue in the Career Opportunities Program for Indian teachers.

New Techniques, Materials, and Equipment

Closed circuit television and videotaping equipment were particularly valuable in demonstrating testing and techniques of teaching retarded children. It is impossible to demonstrate one-to-one teaching situations to a sizable group with the same degree of visual and auditory reception that can be obtained with closed circuit TV.

Both handicapped and Indian children were brought to A.S.U. to give the aides supervised experience in various areas of learning. A class of Head Start children was brought in from a nearby Indian Reservation for actual practice in vision screening. Non-ambulatory cerebral palsied children came, giving the aides the opportunity to choose and try teaching materials to develop particular weaknesses of the children. Trainable mentally retarded children came for a three day workshop designed to develop language skills.

The aides' native languages were used effectively to demonstrate the difficulties of learning without the use of a common language for communication. Role playing situations were devised where the "teacher" was assigned to teach a concept in her native tongue to members of another tribe. The aides were helped to develop non-language methods for teaching young retarded children.

The instructional materials workshops emphasized the making and use of teaching materials that were both inexpensive and more applicable to the needs of the individual children with whom they would be working. Adaptations of games, such as concentration, bingo, and dominoes, were devised for specific learning purposes. The aides were given instruction in making their own puzzles, block design cards, number concept materials, and various kinesthetic materials to be used with handicapped children.

Informal Aspects of Institute

Although small in number, the staff was a very cohesive team, working closely together in all areas of the project. The Indian staff member greatly helped in establishing the initial close rapport which existed between the staff and the institute's participants. Field trips, art workshops, and other less structured activites also helped develop personal relationships that usually do not exist in a lecture class situation.

Social activities included family cookouts which gave everyone a chance to share friendship and tribal food delicacies. (Happiness is tasting frybread, popovers, and piki made over an open fire.) Basketball teams were formed and many games played, with the staff leading the cheering section.

Members of the staff were on call, literally, every hour of the day and night to help with personal problems. We firmly believe that this total staff dedication was responsible for the low attrition rate during the Institute. Of the 47 accepted applicants, 42 completed the Institute. Three terminated early because of pregnancy.

Aide Evaluation of Institute

At the end of Phase IV, the aides were given an opportunity to evaluate the year's institute. On the Aide Evaluation Scale (Appendix B, Part 1), the aides rated the various components of the program as to their value to them as aides and as people. The scale ranged from a rating of one for "not at all valuable" to five for "very valuable". Table 1 shows the number of aides responding to each degree of value of the institute's components.

The results were further analyzed to determine if there were any notable differences between the responses of males, females, and the top twenty aides. (The top twenty aides were chosen on the basis of A or B grades on all academic tests and A ratings as aides in special education classrooms. The group thus rated included three males and 17 females.) The average scale score for each item was determined for males, females, total, and the top twenty. Figure 1 indicates that both the female aides and the top twenty aides considered most of the curriculum content to be of more value than did the male aides.

Those components considered notably more valuable by females than by males were: live-in expereinces at the Children's Colony, working with cerebral palsied children, handling behavior and sex problems in the classroom, language development workshop, arts and crafts workshops, songs and fingerplays, and preparation of a card index file. The only two components given higher ratings by males were the audio-visual workshop and the content of the Indian Culture course.

TABLE I

NUMBER OF AIDE RESPONSES TO THE VALUE OF VARIOUS COMPONENTS OF THE EPDA INDIAN TEACHER AIDE INSTITUTE

	VERY VALUABLE	FAIRLY VALUABLE	NEUTRAL	NOT TOO VALUALBE	NOT AT ALL VALUABLE
I. Sept. - Oct. University Experiences					
Course Work:					
1. Child Growth & Development	32	7	2	0	0
2. Exceptional Children	26	11	4	0	0
3. Indian Culture	22	7	11	1	0
4. State School Organization and Indian Education	15	12	11	3	0
Field Trips:					
5. Arizona Children's Colony	22	10	7	2	0
6. Maricopa Co. Accommodation Sch.	19	13	7	1	0
7. Gompers Rehabilitation Center	12	14	9	4	0
8. Ariz. Sch. for Deaf & Blind	27	6	6	2	0
9. Ariz. St. Hospital Sch. for Emotionally Disturbed	4	6	10	7	8
Workshops and Presentations:					
10. Audio-Visual workshop	23	11	3	2	2
11. Screening for hearing problems	21	8	8	3	0
12. Screening for visual problems	19	14	3	2	1
13. Use of Language Master	13	11	12	1	1
14. Intelligence testing	9	13	10	2	1
15. Lettering workshop	13	10	9	6	0
16. Facts and fiction about dope	15	13	4	8	0
17. Instructional materials for C.P.	19	11	7	1	2
18. Mental health of Ind. children	22	12	3	3	0
19. Ind. Culture guest speakers	20	10	6	4	1
II. Classroom Experiences as a Teacher Aide					
20. Reservation schools	25	9	6	0	0
21. Arizona Children's Colony	25	8	2	2	1
22. Maricopa County Accommodation Sch.	21	10	4	0	1
23. Cerebral Palsy Center	15	6	1	0	0
24. Tempe Getz School	6	2	4	1	0

TABLE I, continued

		VERY VALUABLE				NOT AT ALL VALUABLE
III.	March Workshop at University					
	Health and Nutrition Workshop:					
	25. Teaching sex education	24	6	6	1	0
	26. Nutritional implications in illness	18	11	7	2	1
	27. Normal nutrition	14	7	13	4	1
	28. Use of commodity foods	12	5	11	8	3
	29. Feeding handicapped children	20	4	7	6	2
	30. Nutrition education	14	9	9	6	0
	31. Dental Health education	27	8	1	3	0
	Language Development Workshop:					
	32. Small group discussions	18	11	8	2	0
	33. Demonstrations	21	10	7	2	0
	34. Lectures	28	6	3	1	1
	Other Workshops and Presentations:					
	36. Olympics for physically hand.	6	5	9	3	2
	37. Behavior modification	15	15	7	1	0
	38. Behavior and sex problems	24	7	7	1	0
	39. Resources for visually hand.	15	12	8	5	0
	40. Montesorri method	15	8	9	5	1
	41. Bulletin board workshops	15	15	8	2	0
	42. Arts and Crafts workshops	18	10	10	2	0
	43. Instructional materials wksps.	21	11	6	0	0
	44. Songs and fingerplays	21	12	5	1	1
	45. P.E. games and exercises	23	7	7	1	1
	46. Participation in Ind. Ed. Conf.	20	10	5	3	0
	47. Preparation of card index file	18	13	6	3	0

IV. 48. If given a second choice, would you still enter the EPDA Inst.? 36 YES 1 MAYBE 4 NO

49. If you were designing an institute to train instructional teacher aides to work with handicapped children, which of the following models would you choose?

18 A nine month schedule including all the experiences in the present institute.

9 A nine month schedule including the same course work and workshops, with more experience in special education classrooms, and no experience in reservation schools.

9 A 4 1/2 month schedule with experience in special education classrooms every morning and course work and workshops every afternoon.

5 Other. Please explain.
(These five responses indicated a desire for both more course work and more experience in special education classrooms.)

TABLE I, continued

50. Additional comments and suggestions:
(Below are listed additional suggestions, each of which was made by five or more aides):

a. Teaching sex education and handling sex problems in the classroom should have been presented earlier in the year, before classroom experience.

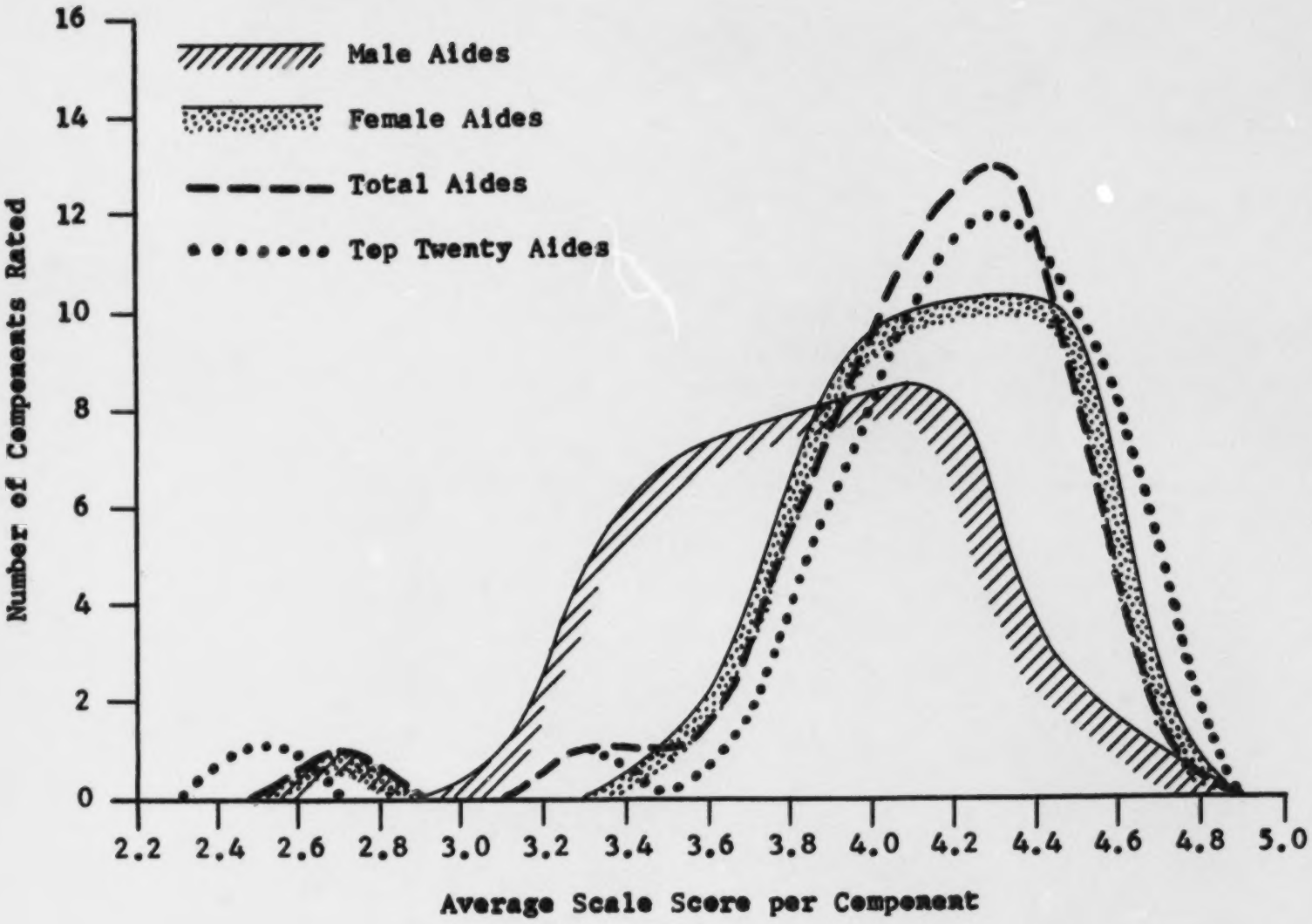
b. The audio-visual workshop and the language development workshop should have been much longer.

c. There should have been longer courses in Child Growth and Development, Exceptional Children, and more time spent on methods and materials for teaching the retarded.

d. The periods spent in each special education classroom should have been longer. (The minimum length of stay at each site was increased to three weeks during the second special education placement phase.)

FIGURE 1

ACCUMULATED AVERAGE RATINGS OF AIDE RESPONSES
TO THE VALUE OF THE COMPONENTS OF THE INSTITUTE



The top twenty aides indicated more interest in some components that were less popular with the average aide, such as: the Montesorri method, behavior modification, vision and hearing screening, intelligence testing, and nutrition.

6. EVALUATION

Throughout the Institute, subjective and objective evaluation procedures were used. During Phases II, III, and IV, the aides and the cooperating teachers evaluated the teacher aide experiences weekly. (See Appendix D for forms used.) Scheduled and unscheduled individual evaluations between aide and supervisor were held throughout the year.

At the beginning of Phase I, pretests (pre-course) were given of the adapted SREB Aide Information Survey and the SREB Aide Opinion Scale, and a Semantic Differential Scale measuring attitudes towards handicapped children. The same tests were given again at the end of Phase I (post-course) and Phase IV (post-practicum) to determine what effects the college level courses and/or the classroom experiences with handicapped children had on the aides' responses.

Other objective measures of evaluation included academic tests covering the college course content of Child Growth and Development and Exceptional Children, and the Raven Standard Progressive Matrices. The latter is a non-language, cross-cultural test of non-verbal symbolic reasoning ability, and is considered to be a good measure of non-verbal intelligence.

Correlates

As part of the evaluation, Pearson Product-moment correlation coefficients were determined among the variables of age, raw scores on the non-verbal intelligence measure, academic course scores, and the pre-course and post-practicum scores of the Information Survey, Semantic Differential, and Opinion Scale.

As can be seen in Table 2, no significant relationships existed between age and test scores.

The Raven Standard Progressive Matrices raw scores of non-verbal intelligence had a highly significant correlation with grades made on academic tests. This indicates that the Matrices could have been used as a good predictor of academic achievement. There is no indication, however, that either non-verbal intelligence or academic achievement would predict positive attitudes or opinions towards handicapped children.

Table 2

Correlations Among Major Variables

Tests	Age	Non-Verbal Intelligence	Academic Test Scores	Information Survey Pretest	Information Survey Posttest	Semantic Diff. Pretest	Semantic Diff. Posttest	Opinion Scale Pretest #	Opinion Scale Posttest #
Age		-.12	.19	.24	.26	.03	-.24	.01	-.14
Non-Verbal Intelligence	-.12		.50***	.32*	.21	-.16	.08	.21	-.03
Academic Test Scores	.19	.50***		.51***	.64***	-.18	.15	-.02	-.01
Information Survey Pretest	.24	.32*	.51***		.62***	.12	.07	-.31*	-.24
Information Survey Posttest	.26	.21	.64***	.62***		.09	.10	-.32*	-.32*
Semantic Differential Pretest	.03	-.16	-.18	.12	.09		.07	-.34*	-.23
Semantic Differential Posttest	-.24	.08	.15	.07	.10	.07		.12	-.01
Opinion Scale Pretest #	.01	.21	-.02	-.31*	-.32*	-.34*	.12		.55***
Opinion Scale Posttest #	-.14	-.03	-.01	-.24	-.32*	-.23	-.01	.55***	

\# Negative scores reflect a positive opinion.

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.

Aide Information Survey

The test which is presented in this report (See Appendix B) has been modified from the original SREB Attendant Information Survey which consisted of 140 items of general information about mental retardation. The revised test consists of 93 items from the original test. These 93 questions and statements elicit objective responses by means of true-false or multiple choice items.

Although no attempt was made to gear the curriculum to the Survey itself, many of the items were covered in the course work on mental retardation. It was expected that the post-course survey would yield higher scores than the pre-course survey, and that a loss of knowledge over time would be reflected in lower post-practicum survey scores. A "t"-test was used to determine the reliability of the difference between correlated means.

As indicated on Table 3, there was a highly significant gain in knowledge during the Phase I course work, and this knowledge was maintained during the practicum experiences in special education and regular classrooms, to a much greater degree than expected.

Table 3

Mean Differences on the Aide Information Survey
N=42

Survey	Mean	SD	Mean gain or loss	t
Pre-course	44.76	7.62	+15.88	12.199***
Post-course	60.64	9.13		
Post-course	60.64	9.13	- 1.04	-1.096
Post-practicum	59.60	8.30		
Pre-course	44.76	7.62	+14.84	13.635***
Post-practicum	59.60	8.30		

***Significant at the .001 level of confidence.

Aide Opinion Scale

The Aide Opinion Scale is identical to the SREB Attendant Opinion Scale with the three exceptions of changing "attendant" to "aide," "resident" to "child," and "institution" to "school." (See Appendix B) The 115 items are divided into 23 categories, each measuring an attitude toward a different aspect of the teaching environment. On 18 of the areas the lower scores reflect the better attitude; on the remaining five areas (equality, school identification, encourage verbalization, approval of activity, and comradeship with students), the higher score reflects the better attitude. For statistical purposes these five scores were converted so that the lower scores reflect the better attitude for all 23 categories. The score for each category ranges from a possible poor attitude of 20 to a possible good attitude of five.

No attempt was made to teach to or discuss the results of the Aide Opinion Scale.

Table 4 shows the results of the pretest given at the beginning of the Institute and the posttest given after course work and the special education practicum were completed, for each of the 23 categories.

In 15 of the 23 categories, the mean quanitative change was in the desirable direction. The four categories with a significantly better score were: fostering dependency (handicapped children should be encouraged to make decisions and to solve their own problems), suppression of aggression (children should not be denied the opportunitity of rough play and fighting), encourage verbalization (children should be allowed to express their own ideas and disagreements), and intrusiveness (children have a right to secrets and freedom from prying).

Table 4

Mean Differences on the 23 Categories
of the Aide Opinion Scale
N=42

Attitude Category	Pretest	Posttest	Mean gain or loss	t
Strictness	13.55	13.05	- .50	-1.121
Work Conflict	14.05	14.81	.76	1.858
Breaking the Will	12.74	12.71	- .03	- .057
Fostering Dependency	13.24	12.05	-1.19	-3.282**
Irritability	11.55	11.12	- .43	- .817
Suppression of Aggression	14.26	13.10	-1.16	-2.947**
Equality	9.02	9.69	.67	1.679
Inconsiderateness of Administration	14.64	14.38	- .26	- .552
School Identification	11.00	11.62	.62	1.450
Encourage Verbalization	10.10	9.26	- .84	-2.197*
Approval of Activity	9.62	9.17	- .45	- .846
Avoidance of Communication	13.21	13.12	- .09	- .192
Suppression of Sex	12.50	11.64	- .86	-1.904
Aide Seclusiveness	10.86	11.52	.66	1.246
Intrusiveness	12.81	11.93	- .88	-2.089*
Comradeship with Students	7.29	7.21	- .08	- .250
Job Insecurity	12.02	11.98	- .04	- .097
Push to Accelerate Development	12.81	13.79	.98	1.933
Job Rejection	11.12	10.29	- .83	-1.664
Negative School Management	11.00	11.64	.64	1.089
Negative Public Relations	10.52	11.24	.72	1.307
Negative Aide-Supervisor Relations	13.64	13.55	- .09	- .242
Negative Physical Care	12.17	12.71	.54	.972

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.

In three categories, the aides initially had unusually good scores which were maintained throughout their training. These particular low scores possibly are a reflection of attitudes common to the Indian cultures. These three categories are: equality (handicapped children should be treated as equals), approval of activity (children should be provided with many activities, not given merely protective care), and comradeship with students (aides should show interest in and have fun with the students).

As shown on Table 5, there was no significant difference between the pretest and posttest total scores of the Aide Opinion Scale.

Table 5

Mean Difference on the Aide Opinion Scale
N=42

Survey	Mean	SD	Mean gain or loss	t
Pretest	272.93	23.89	-3.50	-.895
Posttest	269.43	28.45		

Semantic Differential

Semantic Differential Scales were devised to measure attitudes towards mentally retarded, cerebral palsied, emotionally disturbed, and physically handicapped children. The possible score range for each scale was 15 to 75. (See Appendix B) A major improvement in attitudes was expected after the aides had experience working with exceptional children in special education classes.

Table 6 shows that there was a highly significant improvement in attitudes and acceptance of all handicapped children during the academic course work of Phase I. Unexpectedly, the attitudes did not continue to improve during the practicum experience with handicapped children. To the contrary, attitudes towards emotionally disturbed children significantly decreased.

Overall, attitudes towards handicapped children, other than emotionally disturbed, showed a significant gain between the beginning and ending of the Institute.

The above results would appear to indicate that positive attitudes can be taught.

Table 6

Mean Differences on the Semantic Differential Scales
Measuring Attitude Change Towards Exceptional Children
N=42

SCALES	MENTALLY RETARDED		CEREBRAL PALSIED		EMOTIONALLY DISTURBED		PHYSICALLY HANDICAPPED		TOTAL	
	Mean	t	Mean	t	Mean	t	Mean	t	Mean	t
Pre-course	39.7	6.865***	43.0	4.611***	37.7	3.878***	46.1	4.096***	166.5	8.027***
Post-course	48.7		51.1		43.3		52.8		195.9	
Post-course	48.7	.245	51.1	-.464	43.3	-2.583*	52.8	-.131	195.9	-1.307
Post-practicum	49.0		50.4		39.4		52.7		191.5	
Pre-course	39.7	6.518***	43.0	3.818***	37.7	1.332	46.1	3.608***	166.5	6.232***
Post-practicum	49.0		50.4		39.4		52.7		191.5	

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.

III CONCLUSIONS

The program appears to have achieved its goals as outlined in the introduction.

It is significant that there was such a low attrition rate. Numbers do not indicate success, but it is realistic to state that a low attrition rate is a reflection of a successful program. Only one participant of 47 had to be dropped from the program. In spite of their expressed desire to continue, four aides terminated early because of a need to return to their family or because of their need for maternity leave.

The evaluation data on knowledge and attitudes of the participants indicate that there was a highly significant gain in knowledge and that the gain was maintained. The change in attitudes was not a significant one as measured on the Opinion Scale. However, attitude change as measured by the Semantic Differential instrument was highly significant.

Program evaluation by the participants themselves suggests that they saw the Institute as contributing greatly to their knowledge of normal and abnormal child development. The program's emphases on Indian culture, on classroom instructional materials and techniques, on the handling of classroom behavior problems, and on language development in children, were also highly valued by the participants.

It is appropriate to note the unsolicited, extremely favorable comments of some of the teachers in reservation schools towards the end of the Institute. These comments emphasized the new confidence of the aides, their eagerness to be involved in instructional activities, and their newly acquired knowledge and use of instructional methods and materials.

The change and improvement of educational settings for handicapped Indian children will be perceptible in the future, not in the weeks immediately following the program's end. That there will be a change for the better is indicated by the establishment of the first day school program for multiply handicapped Indian children on a reservation. The requests to participants to address local community groups on educating handicapped children, and the expressed determination of some to take back to their own areas a knowledge of educational provisions for handicapped children are also indicative of future change. Further evidence is the choice of some participants to engage in further training in order to become more effective and skilled in the education of the handicapped.

Summary

This program made it possible to provide an in-depth training experience for a group of representative American Indian adults who were interested in the educational needs of handicapped Indian children. It developed the competencies of participants to assist in meeting those needs in the regular classroom. Institute participants were able to learn and use methods and materials which could be employed in the education of the handicapped.

The program's contribution is to be seen in the additional skilled Indian paraprofessionals who have been trained to assist the teacher in providing an enriched educational experience for children in the regular classroom. These paraprofessionals are able to bring to their work an awareness and sensitivity to the needs of their pupils because of their shared cultural background and knowledge of the community.

APPENDIX A - RESOURCES

1. BOOKS AND PAMPHLETS

An Annotated Bibliography on Auxiliary Personnel in Education. Bank Street College of Education, N.Y., N.Y., 1969.

Atlas of Mental Retardation Syndromes. U.S. Govt. Printing Office, Washington, DC 20402, 1968.

Barsch, R.H. The Parent Teacher Partnership. Council for Exceptional Children, Inc., Arlington, Virginia, 1969.

Bensberg, G.J. & Barnett, C.D. Attendant Training in Southern Residential Facilities for the Mentally Retarded: Report of the SREB Attendant Training Project. Southern Regional Education Board, Atlanta, Georgia, 1966.

Bensberg, G.J. (ed.) Teaching the Mentally Retarded: A Handbook for Ward Personnel. Southern Regional Education Board, Atlanta, Georgia, 1965.

Birch, J.S., Burgi, E. & Matthews, J. Improving Children's Speech. Public School Pub. Co., Indianapolis, Indiana, 1958.

Cruikshank, W.M. Education of Exceptional Children and Youth. Prentice-Hall Inc., Englewood Cliffs, N.J., 1967.

Dady, M.B. (ed.) An In-service Training Manual for Teacher-Aides. Morehead State Univ., Morehead, Kentucky, 1969.

Dunn, L.M. Exceptional Children in the Schools. Holt, Rinehart & Winston, Inc., N.Y., 1963.

Fait, H.F. Adapted Physical Education. W.B. Saunders Co., Philadelphia, 1960.

Gesell, A., et al. The First Five Years of Life. Harper & Brothers, N.Y., 1940.

Gesell, A. & Ilg, F.L. The Child from Five to Ten. Harper & Brothers, N.Y., 1946.

Gesell, A., Ilg, F.L., & Ames, L.B. Youth: The Years from Ten to Sixteen. Harper & Brothers, N.Y., 1956.

Investigation on Mental Retardation and Pseudo Mental Retardation in Relation to Bilingual and Sub-Cultural Factors. College of Education, Arizona State University, Tempe, Arizona, 1960.

Jenkins, G.G., Shacter, H.S., & Bauer, W.W. These Are Your Children and Youth. Prentice-Hall Inc., Englewood Cliffs, N.J., 1967.

Johnson, D. & Ferryman, Z.C. In-service Training for Non-Professional Personnel in a Mental Retardation Center. Mental Retardation, Vol. 7 (Oct. 1969), pp. 10-13.

Kirk, S.A. Early Education of the Mentally Retarded. University of Illinois Press, Urbana, Ill., 1958.

Patterson, G.R. & Gullion, M.E. Living with Children: New Methods for Parents and Teachers. Research Press, Champaign, Ill., 1968.

Robinson, B. The Basket Weavers of Arizona. University of New Mexico Press, Albuquerque, N.M., 1954.

Roessel, R.A. Jr. Amerindian: Handbook for Indian Education. Amerindian Publ. Co., Los Angeles, Cal.

Shaw, A.M. Pima Indian Legends. College of Education, Arizona State University, Tempe, Arizona, 1963.

Steere, C., et al. Indian Teacher-Aide Handbook. College of Education, Arizona State University, Tempe, Arizona, 1969.

Underhill, R.M. The Navajos. University of Oklahoma Press, Norman, Oklahoma, 1956.

Wright, B. Teacher Aides to the Rescue. John Day C., N.Y., 1969.

Zintz, M.V. Education Across Cultures. Kendall Hunt Pub. Co., Dubuque, Iowa, 1969.

FROM: The Council for Exceptional Children, NEA, Washington, D.C.:

Calovini, G. The Principal Looks at Classes for the Physically Handicapped, 1969

Karnes, M.B. Helping Young Children Develop Language Skills: A Book of Activities, 1968.

Recreation and Physical Activity for the Mentally Retarded, 1966

Scholl, G. The Principal Works with the Visually Impaired, 1968.

FROM: National Institute for New Careers, University Research Corp., Washington, D.C.:

New Careers: The Teacher Aide--A Manual for Trainees, 1968

New Careers: The Teacher Aide--A Manual for Trainers, 1968

FROM: National Society for Crippled Children and Adults, Chicago, Ill.:

Minimal Brain Dysfunction--A New Problem Area for Social Work, 1968.

Self-Help Clothing for Handicapped Children, 1962.

Why Did This Have to Happen--An Open Letter to Parents, 1957.

Your Child's Play, 1957.

FROM: U.S. Dept. of Interior, Bureau of Indian Affairs, Branch of Education, Washington, D.C.:

An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children: Pilot Study, 1965.

An Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children: Addendum, 1968.

APPENDIX A - RESOURCES

2. FILMS

FROM: Central Arizona Film Cooperative
Arizona State University, Audiovisual Center
Tempe, Arizona 85281

Apache Indian. (color, 11 minutes). Depicts life, ceremonies, and industries of Apache Indians. Includes the puberty ceremonial and devil dance.

Blind Challenge. (b&w, 13 minutes). Integration of blind children into the regular classroom.

Children at Work and Play. (b&w, 20 minutes). Compares how children work and play in different cultures. Shows the similarities of children's games.

Desert People. (color, 25 minutes). Depicts Papago Indians living on the desert, farming and raising cattle.

Discovering Color. (color, 15 minutes). Shows how colors differ in hue, value, and intensity.

Discovering Texture. (color, 17 minutes). Various surfaces are discussed in terms of how their textures were created and how they can be changed.

Embryology of Human Behavior. (color, 28 minutes). Prenatal and postnatal development during the first year of life, by Gesell.

Hopi Indian. (b&w, 11 minutes). Depicts home life, agriculture, weaving arts, various customs and ceremonies of the Hopi Indian.

How to Make Potatoe Prints. (color, 12 minutes). Children demonstrate the steps involved in making potatoe prints.

Jamie, The Story of a Sibling. (b&w, 29 minutes). Shows how sibling rivalry can affect personality patterns and family relationships.

Julia. (color, 11 minutes). A teacher decides Julia (who actually has a hearing loss) is retarded and should be in a special education class.

Navajo: A People Between Two Worlds. (color, 18 minutes). Contrasts the modern way of life in boarding schools with the traditional ways of life in Navajo hogans.

Paper in the Round. (b&w, 11 minutes). Illustrates a variety of three-dimensional effects for bulletin boards and displays.

Portrait of a Disadvantaged Child - Tommy Knight. (b&w, 16 minutes). Describes the special problems, needs, and strengths of the inner-city child.

Poster Making. (color, 10 minutes). Presents the principles of poster making, including layout, lettering, painting, and color contrast.

Reward and Reinforcement in Learning. (b&w, 26 minutes). Positive reinforcement is used for learning to tie shoes, learning to walk, developing speech, and motivation in a regular classroom.

Shyness. (b&w, 23 minutes). Studies three children to determine causes for shyness. Explains how parents and professionals can change children's attitudes.

Supai Indian. (b&w, 10 minutes). Shows habits, customs, and industries of Supai Indians.

FROM: Film Library
Arizona State Dept. of Health
1624 West Adams
Phoenix, Arizona 85007

A Day at Washington School. (color, 20 minutes). Therapeutic techniques used to help physically handicapped children in the Los Angeles City Schools.

Painting is Loving. (color, 23 minutes). Shows a dedicated teacher and her accomplishments in art with trainable mentally retarded children.

Stranger in His Own Country. (color, 30 minutes). A Training Center for Subnormal Adults in London is shown, emphasizing social and occupational skills.

Teaching the Mentally Retarded--A Positive Approach. (b&w, 23 minutes). Positive reinforcement is used with severely retarded young children to develop dressing and eating skills, manners, and toilet training.

TREK. (color, 45 minutes). A busfull of trainable mentally retarded children go on a twelve day camping trip.

Who Will Tie My Shoe? (b&w, 60 minutes). A TV documentary interviews adult retardates, parents and siblings of retardates, and shows retardates in a variety of working situations.

FROM: Arizona State Dept. of Public Instruction
Division of Special Education, Instructional Materials Center
1730 West Adams, Phoenix, Arizona 85007

A World of the Right Size. (color, 21 mintues). Various degrees of mental retardation are shown and discussed. Film is animated and good for unsophisticated audiences.

Aids for Teaching the Mentally Retarded. Series of five films made at Larendon Hall, Colorado. (color).
Motor Training. (11 minutes).
Initial Perceptual Training. (7 1/2 minutes).
Advanced Perceptual Training. (9 minutes).
Integrated Motor-Perceptual Training. (6 minutes).
Sheltered Workshop. (5 minutes).

Anyone Can. (color, 30 minutes). Neurologically impaired children are shown during physical education classes using ropes, balls, tramboline, and the stegal, at the Glorietta School, Orinda, California.

Can I Come Back Tomorrow? (color, 30 minutes). Behavior modification is used with educationally handicapped children in two quite different types of classrooms.

Introducing the Mentally Retarded. (b&w, 30 minutes). Explains the three classifications of mental retardation: educable, trainable, and custodial; and the two degrees of mental retardation: primary and secondary.

IQ--Questional Criterion. (color, 13 minutes). An ideal, comprehensive, diagnostic evaluation of a child with a learning problem is shown, depicting a team approach and staffing.

Movement Exploration. (color, 22 minutes). Physical education for exceptional children includes running, ball play, hula hoops, at their own rate of speed with no criterion performance expected.

The Santa Monica Project. (color, 28 minutes). The operation of a highly structured, engineered classroom is depicted and discussed.

Visual Perception and Failure to Learn. (b&w, 20 minutes). The various visual perceptual disabilities represented on the Frostig test and materials are explained.

Why Billy Couldn't Learn. (color, 30 minutes). Various characteristics of neurologically handicapped children are shown, along with some teaching techniques used in a special class.

APPENDIX A - RESOURCES

3. COMMUNITY RESOURCES

Phoenix Area

Arizona Children's Colony
P. O. Box 1467, Coolidge, Arizona 85228

Arizona Society for the Prevention of Blindness, Inc.
1515 East Osborn Road, Phoenix, Arizona 85014

Arizona State Department of Public Instruction
Division of Special Education
Instructional Materials Center
1730 West Adams, Phoenix, Arizona 85007

Arizona State Health Department
Division of Maternal and Child Health
14 North Central, Phoenix, Arizona 85003

Arizona State Health Department
Division of Mental Retardation
1624 West Adams, Phoenix, Arizona 85007

Arizona State Hospital School for the Emotionally Disturbed
2500 East Van Buren, Phoenix, Arizona 85008

Cerebral Palsy Association
2904 East Roosevelt, Phoenix, Arizona 85008

Dairy Council of America
700 West Campbell, Phoenix, Arizona 85013

Gompers Memorial Rehabilitation Center
7211 North 7th Street, Phoenix, Arizona 85020

Maricopa County Accommodation School
4025 North 2nd Street, Phoenix, Arizona 85014

Maricopa County Child Evaluation Center
1825 East Roosevelt, Phoenix, Arizona 85006

Phoenix Indian Medical Center
1550 East Indian School Road, Phoenix, Arizona 85014

Resources for the Visually Handicapped: Talking Books
1016 North 32nd Street, Phoenix, Arizona 85008

Tempe Getz School
56th Street and Priest, Tempe, Arizona 85281

Valley of the Sun School for Mentally Retarded Children
3115 West McDowell Road, Phoenix, Arizona 85009

Indian Reservations

Bureau of Indian Affairs Schools:

Cottonwood Day School
Chinle, Arizona 86503

Ft. Wingate Boarding School
Ft. Wingate, New Mexico 87316

Hotevilla Day School
Hotevilla, Arizona 86030

John F. Kennedy Day School
Cedar Creek, Arizona 85941

Kinlichee Boarding School
Ganado, Arizona 86505

Lake Valley Boarding School
Crownpoint, New Mexico 87313

Rough Rock Demonstration School
Chinle, Arizona 86503

Salt River Day School
Rt. 1, Box 907, Scottsdale, Arizona 85257

Second Mesa Day School
Second Mesa, Arizona 86043

Supai Day School
Supai, Arizona 86437

Teecnospos Boarding School
Teecnospos, Arizona 86514

Tohatchi Boarding School
Tohatchi, New Mexico 87325

Public Schools:

Chinle School District #24
P. O. Box 587, Chinle, Arizona 86503

Ft. Thomas School District #7
P. O. Box 28, Ft. Thomas, Arizona 85536

Indian Oasis School District #40
P. O. Box 248, Sells, Arizona 86534

Mesa School District #4
549 North Stapley, Mesa, Arizona 85203

Rice School District #20
P. O. Box 207, San Carlos, Arizona 85550

Sacaton School District #18
P. O. Box 98, Sacaton, Arizona 85247

Whiteriver School District #20
P. O. Box 188, Whiteriver, Arizona 85941

Private Schools:

Navajo Gospel Mission
P. O. Box 41, Oraibi, Arizona 86039

St. Michael's School for the Handicapped
P. O. Box 130, St. Michaels, Arizona 86511

Head Start Programs:

Gila River Reservation Head Start
P. O. Box 427, Sacaton, Arizona 85247

Hopi Head Start
Hotevilla, Arizona 86030

1. AIDE EVALUATION SCALE

INSTRUCTIONS:

This form will give you an opportunity to evaluate the EPDA Indian Teacher Aide Institute. Your answers will be used to help us evaluate this year's program. This will be kept strictly confidential.

Many parts of the year's program are listed below. Please circle each item according to how valuable you feel that it was to you in actual work as an aide, as well as valuable to you as a person. (Do not mark items pertaining to experiences that you did not have.)

5 - Very valuable
4 - Fairly valuable
3 - Neutral
2 - Not too valuable
1 - Not at all valuable

I. September - October University Experiences

	VERY VALUABLE				NOT AT ALL VALUABLE
Course Work:					
1. Child Growth and Development	5	4	3	2	1
2. Exceptional Children	5	4	3	2	1
3. Indian Culture	5	4	3	2	1
4. State School Organization and Indian Education	5	4	3	2	1
Field Trips:					
5. Arizona Children's Colony	5	4	3	2	1
6. Maricopa County Accomodation School	5	4	3	2	1
7. Gompers Rehabilitation Center	5	4	3	2	1
8. Arizona School for Deaf and Blind at Tucson	5	4	3	2	1
9. Arizona State Hospital School for the emotionally disturbed.	5	4	3	2	1
Other Workshops and Presentations:					
10. Audio-Visual workshop. (Use of projectors, etc.)	5	4	3	2	1
11. Screening for hearing problems - audiometric testing	5	4	3	2	1

		VERY VALUABLE				NOT AT ALL VALUABLE
12.	Screening for visual problems.	5	4	3	2	1
13.	Use of Language Master	5	4	3	2	1
14.	Presentation of verbal and non-verbal intelligence tests	5	4	3	2	1
15.	Lettering workshop. (Cutting, printing, and writing.)	5	4	3	2	1
16.	Facts and fiction about dope.	5	4	3	2	1
17.	Preparing and using instructional materials with cerebral palsied children.	5	4	3	2	1
18.	Mental health among Indian children.	5	4	3	2	1
19.	Various presentations of Indian culture by guest speakers	5	4	3	2	1
II.	Classroom Experiences as a Teacher's Aide					
20.	Reservation schools	5	4	3	2	1
21.	Arizona Children's Colony	5	4	3	2	1
22.	Maricopa County Accomodation School	5	4	3	2	1
23.	Cerebral Palsy Center	5	4	3	2	1
24.	Tempe Getz School	5	4	3	2	1
III.	March Workshop at University Health and Nutrition Workshop:					
25.	Teaching sex education.	5	4	3	2	1
26.	Nutritional implications in illness.	5	4	3	2	1
27.	Normal nutrition, snack foods, obesity.	5	4	3	2	1
28.	How to use commodity foods.	5	4	3	2	1
29.	Feeding infants and handicapped children.	5	4	3	2	1
30.	Nutrition education in the elementary school.	5	4	3	2	1
31.	Dental health education.	5	4	3	2	1

Language Development Workshop:	VERY VALUABLE				NOT AT ALL VALUABLE
32. Small group discussions.	5	4	3	2	1
33. Demonstrations with retarded children.	5	4	3	2	1
34. Lectures.	5	4	3	2	1
35. This workshop should have been	Longer		The Same		Shorter

Other Workshops and Presentations:

36. Olympics for the physically handicapped.	5	4	3	2	1
37. Behavior modification lectures and films.	5	4	3	2	1
38. Handling behavior and sex problems in the classroom.	5	4	3	2	1
39. Resources for the visually handicapped: Talking Books.	5	4	3	2	1
40. Montessori method of teaching number concepts.	5	4	3	2	1
41. Bulletin board workshops.	5	4	3	2	1
42. Arts and crafts workshops.	5	4	3	2	1
43. Instructional materials workshops.	5	4	3	2	1
44. Songs and fingerplays.	5	4	3	2	1
45. Physical education games and exercises.	5	4	3	2	1
46. Participation in the Indian Education Conference.	5	4	3	2	1
47. Preparation of a card index file.	5	4	3	2	1

48. If given a second choice, would you still enter the EPDA Teacher Aide Institute? YES NO

49. If you are designing an institute to train instructional teacher aides to work with handicapped children, which of the following models would you choose?

_____ A nine month schedule including all of the experiences in the present institute.

_____ A nine month schedule including the same course work and workshops, with more experience in special education classrooms, and no experience in reservation schools.

_____ A 4 1/2 month schedule with experience in special education classrooms every morning and course work and workshops every afternoon.

_____ Other. Please explain.

2. AIDE INFORMATION SURVEY

DIRECTIONS: Read each statement and then mark the "T" if it is mostly true and the "F" if it is mostly false.

T F (1) In the infant, first evidence of mental retardation is usually that the child is slow to talk.

T F (2) About one out of every hundred of the general population is mentally retarded to the degree of requiring placement in an institution.

T F (3) Of all the causes of mental retardation, approximately 90 percent are of an hereditary nature.

T F (4) Mental retardation can usually be diagnosed either at birth or in the first month of life.

T F (5) It is customary to consider children who are below IQ 70 as being mentally retarded.

T F (6) As a group, retarded children are more like normal children physically then they are socially.

T F (7) Most mentally retarded children can be cared for outside an institution.

T F (8) Because of their general inability in human relationships, most mentally retarded children have unpleasant dispositions.

T F (9) The basic needs of the retarded child are not different from those of the normal child.

T F (10) If a mentally retarded child is put in a good environment for a sufficently long period of time, he will often return to normal.

T F (11) Mental retardation is rarely caused by a child falling on its head.

T F (12) A normal infant can become retarded because of complications arising from measles.

T F (13) Mental retardation can result from poor training during infancy and childhood.

T F (14) Mental retardation in a child can be caused by a sudden fright given the mother during pregnancy, even thought this is rather rare.

T F (15) Most epileptic seizures can be controlled by medication.

T F (16) Most mentally retarded persons are somewhat dangerous in in the community, either to others or to themselves.

T F (17) The best place for most mentally retarded persons is in a state hospital for the mentally ill.

T F (18) Many mentally retarded persons can be trained to be self supporting citizens.

T F (19) With proper medical care and early training, the usual mentally retarded child may be expected to grow out of it.

T F (20) There are over five million retarded individuals in the United States.

T F (21) The mentally retarded in need of special education in the public school constitutes at least 8 to 10 precent of all school children.

T F (22) A retarded woman can sometimes be helped back to normal by having her get married to a man who is patient and understanding.

T F (23) A person who is mentally retarded usually becomes insane.

T F (24) Many mentally retarded persons are successful truck drivers and operate complicated machinery.

T F (25) A mentally retarded child is rarely capable of showing true love for its parents.

T F (26) If a child can be taught to talk properly, one need not be concerned that he will be retarded.

T F (27) In school, mentally retarded children need a somewhat "watered down" regular course of study in order for them to progress.

T F (28) The current feeling is that the intelligence quotient alone is quite adequate for determining whether a person is retarded.

T F (29) One thing that helps the retarded to adjust in spite of their limitations is the fact that their feelings are difficult to hurt.

T F (30) Sterilization of all known retardates, thereby preventing them from reproducing, would solve the problem of mental retardation after several generations.

T F (31) The chief characteristic of the retarded is their poor physical coordination.

T F (32) Gland extract treatment can sometimes return a mentally retarded child to normal.

T F (33) A former president of the United States had a sister who was mentally retarded.

T F (34) There are twice as many mentally retarded girls as there are mentally retarded boys.

T F (35) The severely retarded are often capable of having children.

T F (36) Epilepsy is one form of mental retardation.

T F (37) The mentally retarded cannot understand social responsibilities such as marriage, property ownership, etc.

T F (38) Approximately one-half of those who commit crimes against society are mentally retarded.

T F (39) Mentally retarded persons usually require some degree of public supervision as long as they live.

T F (40) Emotional disturbances in a child may affect his mental development and cause him to appear to be mentally retarded.

T F (41) Childhood schizophrenia is often mistaken for mental retardation.

T F (42) Most cases of mental retardation are not recognized until the child is six or seven years old and fails to learn in school.

T F (43) Brothers and sisters of mentally retarded children, the non-hereditary type, should not fear to have children of their own.

T F (44) Parents of a mentally retarded child should usually decide not to have more children.

T F (45) There are mentally deficient children who cannot be trained at all.

T F (46) Most children do not receive the overall level of care in an institution that they would receive in a good home.

T F (47) Of mentally retarded persons of all ages in the United States, less than 5 percent are in state residential schools for the mentally retarded.

T F (48) The waiting lists at most state facilities are gradually decreasing in size, due to increased services which provide care for the retarded in the community.

T F (49) Although there is a reason behind all normal behavior, abnormal behavior sometimes occurs for no reason at all.

T F (50) When one observes the same behavior in two children, it may usually be assumed that the cause is the same.

T F (51) The "ideal" aide will never feel angry toward a retarded child.

T F (52) Mental retardation and mental illness are different names for the same general condition.

T F (53) The epileptic eventually becomes retarded, at least to a mild degree.

T F (54) A child of six years of age with a mental age of six years would be only mildly retarded.

T F (55) People who learn more slowly typically remember what they learn better than faster learners.

T F (56) Retarded individuals with similar intelligence are usually very much alike in personality.

T F (57) A person who is mentally retarded can also become schizophrenic.

T F (58) Recent discoveries in medicine now make it possible to cure some types of mental retardation.

T F (59) There is usually something wrong with a child who asks a lot of questions about sex.

T F (60) Ideally, all mentally retarded individuals should be in institutions, not only for society's protection but for their own protection and care as well.

T F (61) Cerebral palsy, a crippling condition, is one form of mental retardation.

T F (62) Emotional tension may bring on a seizure in an epileptic resident.

T F (63) Mental retardation occurs among all races and nationalities of the world.

T F (64) In case a resident has a severe seizure it is usually necessary to restrain his movements so that he will not hurt himself.

DIRECTIONS: Read the following and mark the letter which corresponds to the one best answer.

_____ (65) Epicanthic folds would be characteristic of the (a) mongoloid, (b) schizoid, (c) hydrocephalic, (d) microcephalic, (e) none of these.

_____ (66) Most cases of mental retardation are first recognized (a) just before birth when the mother complains of unusual pains, (b) at birth, (c) when the child starts to walk and talk, (d) when the child starts to school, (e) when the individual gets into trouble with law enforcement officials.

_____ (67) Retarded children are most like normal children in (a) intelligence, (b) social skills, (c) physical development, (d) academic skills, (e) none of these.

_____ (68) Which of the following is generally <u>not</u> true of the mentally retarded (a) insensitive to how others feel, (b) short attention span, (c) inability to put off pleasures, (d) intellectual subnormality, (e) pleasant disposition.

_____ (69) In dealing with an older student who becomes severely disturbed and wants to fight, the first thing to do is to (a) get as rough as necessary to handle him, (b) leave the building, (c) get several of the other students to help handle him, (d) obtain help from another aide, (e) ignore him.

_____ (70) In regard to the importance of heredity and environment in the development of a child, it is now the general feeling that (a) heredity is definitely the more important, (b) environment is definitely the more important, (d) environment is twice as important as heredity, (c) heredity is twice as important as environment, (e) none of these.

_____ (71) One of the most important aspects of discipline for the retarded is that it be (a) consistent, (b) firm, (c) mild, (d) approved by the superintendent (e) none of these.

_____ (72) The behavior of the brain-injured child can best be described as: (a) predictable, (b) demanding, (c) changeable, (d) unsatisfactory, (e) hopeless.

_____ (73) Which one of the following devices is commonly used to measure social development in children (a) Vineland, (b) Binet, (c) Blackman, (d) Zondi, (e) none of these.

_____ (74) When a child who has been untidy uses the toilet for the first time, the aide's best course of action would be to (a) notify the charge attendant, (b) write a letter to the parents, (c) ignore the situation, (d) show the child understanding, (e) reward the child.

_____ (75) The branch of professional services in the school concerned most with the child's family is (a) psychology, (b) medicine, (c) social work, (d) relief, (e) welfare.

_____ (76) More severely retarded students will often repeat anything said to them in a rather mechanical fashion. This is called (a) mimicking, (b) euphoria, (c) regression, (d) echolalia, (d) negativism.

_____ (77) A student becomes angry at an aide and calls him an "S.O.B." The aide's best course of action would be to (a) punish the student, (b) joke with the student, (c) call the supervisor, (d) ignore the student, (e) try and determine the cause.

_____ (78) When using school supplies, the aide should always (a) use the amount needed, (b) use a little less than needed in order to be economical, (c) use a little more than needed to insure the job well done, (d) order approximately 25 percent more than the anticipated need so as to leave an ample supply on hand, (e) none of these.

_____ (79) Which of the following is least characteristic of the mentally retarded (a) plan ahead, (b) feel sorry for wrong doings, (c) sensitive to what others think of them, (d) desire to be liked, (e) none of the above is characteristic of the retarded.

_____ (80) If a student says to you, "I hate my mother," would you say: (a) "That's not nice of you to say that," (b) you would say nothing, (c) "Do you hate your father, too?" (d) "You should be ashamed of yourself," (e) "Tell me how you feel."

_____ (81) The most important person in the school is (a) the superintendent, (b) the nurse, (c) the student, (d) the aide, (e) the psychologist.

_____ (82) In dealing with a student who has been injured and is lying down, one should (a) administer artificial respiration, (b) move him to a bed or comfortable spot, (c) place him on his back, his head lower than the rest of his body, (d) place him on his stomach, head slightly elevated, (e) not move him.

_____ (83) Which of the following is ultimately the most probable treatment plan for a student with an IQ of 35 (a) rehabilitation, (b) academic training, (c) habit training, (d) a and b, (e) a and c.

_____ (84) The "team approach" suggests that (a) group games help to bring about desirable personality development, (b) all members of the school staff contribute to the student's welfare, (c) too much competition is not good for some students, (d) aides should all stick together in their efforts, (e) all of the above.

_____ (85) A student falls and sustains a minor skin injury not requiring medical attention. The aide should (a) ignore the matter since this is common in all children, (b) fill out a report, (c) call the supervisor, (d) call the physician, (e) none of these.

_____ (86) Prejudices are (a) inherited, (b) learned, (c) developed before six years of age, (d) developed after six years of age, (e) none of these.

_____ (87) Of the following, the factor which probably contributes most to good mental health is (a) high intelligence, (b) self-confidence, (c) a good education, (d) self-acceptance, (e) good work skills.

_____ (88) A student likes to participate in various competitive games but becomes upset when he does not win. Your best course of action would be (a) to tell him he should be ashamed of his unsportsmanlike conduct, (b) to not let him play, (c) to tell him to try harder, (d) to let him play only those games in which he can sometimes win, (e) to make the other participants let him win sometimes.

_____ (89) The principles of good housekeeping in a school are (a) basic to good health practices, (b) necessary for the comfort of the students, (c) not very different from one's own home, (d) all of the above, (e) all of the above except c.

_____ (90) When aides do not get along and constantly squabble, the most important result is that (a) the work of the school doesn't get done, (b) supervisors must constantly be trying to settle the matter, (c) the level of student care is affected, (d) the school acquires a poor reputation, (e) the morale of the aide is lowered.

_____ (91) The aide finds that he has an extreme dislike for a given student. His best course of action is to (a) force himself to spend more time with the student, (b) stay away from the student so as to avoid unpleasant incidents, (c) ask the student if he likes him, (d) request that the student be transferred to the supervision of another aide, (e) discuss the situation with his supervisor.

_____ (92) Of most importance in implementing the philosophy of the "team approach" is (a) subordination, (b) coordination, (c) communication, (d) a and c, (e) b and c.

_____ (93) Alfred Binet is famous for developing (a) the first institution for the mentally retarded, (b) an intelligence test, (c) comprehensive rehabilitation center for the mentally retarded, (d) the first textbook on mental retardation, (e) a method for treating hydrocephaly.

3. AIDE OPINION SCALE

DIRECTIONS: Read each of the statements below and then rate them as follows:

A = strongly agree a = mildly agree
d = mildly disagree D = strongly disagree

Indicate your opinion by marking the "A" if you strongly agree; "a" if you mildly agree; "d" if you mildly disagree; and "D" if you strongly disagree. Mark only one answer for each statement.

1S1.	A child will be grateful later on if the aide is strict on him.	A a d D
2WC1.	People who think they can always work together without arguments just don't know the facts.	A a d D
3BW1.	Some children are so bad they must be taught to fear adults for their own good.	A a d D
4FD1.	A good aide should shelter his children from life's little difficulties.	A a d D
511.	Children will get on any aide's nerves after being with them all day.	A a d D
6SA1.	A child should be taught to avoid fighting, no matter what happens.	A a d D
7E1.	Aides should adjust to the child rather than expect the child to adjust to them.	A a d D
8IA1.	Aides would do a better job with the children if the administration were more understanding.	A a d D
9II1.	Schools like this one are often unjustly criticized.	A a d D
10EV1.	Children should be allowed to disagree with aides if they feel their own ideas are better.	A a d D
11AA1.	There are so many things a child needs to learn that there is no excuse for his sitting around with time on his hands.	A a d D
12AC1.	If you let children talk about their troubles they end up complaining even more.	A a d D
13SS1.	A young child should be protected from hearing about sex.	A a d D
14AS1.	Aides can do a better job if they are left alone.	A a d D
15IN1.	An aide should make it her business to know everything that is going on in the school.	A a d D

16CS1.	Children are happier and better behaved when aides show an interest in their affairs.	A a d D
17JI1.	When things go wrong the aide is the only one who usually gets the blame.	A a d D
18AD1.	Children should be pushed to develop as soon as possible.	A a d D
19JR1.	Most aides frequently wish that they had taken up some other line of work which pays more.	A a d D
20NWM1.	Most aides feel that cleaning up a classroom is pure drudgery.	A a d D
21NPR1.	Most aides would prefer to have fewer visitors in their classroom.	A a d D
22ASR1.	Supervisors could be of more help if they would take time to get to know the aide's problems.	A a d D
23NPC1.	Most aides prefer to perform jobs other than giving direct physical care to children.	A a d D
24S2.	Strict discipline develops a fine, strong character.	A a d D
25WC2.	Sometimes it is necessary for an aide to "tell off" a fellow worker in order to get her rights.	A a d D
26BW2.	It is frequently necessary to drive the mischief out of a child before he will behave.	A a d D
27FD2.	The child should learn to rely on the aide for solving all of his little problems.	A a d D
28I2.	Aides often feel that they can't stand their particular group of children a moment longer.	A a d D
29SA2.	A child should always be taught to back away rather than fight when he is in trouble.	A a d D
30E2.	Aides must earn the respect of children.	A a d D
31IA2.	Most aides feel that they are not included enough when plans for the children are being made.	A a d D
32II2.	The aide should always go to bat for the school regardless of whether or not he agrees with its policies and procedures.	A a d D
33EV2.	Children should be encouraged to tell their aides when they feel rules are unreasonable.	A a d D
34AA2.	There is no reason why, on nice days, children should not be out-of-doors as much as possible.	A a d D

35AC2. Aides who start a child talking about his worries don't realize that sometimes it's better to leave well enough alone. A a d D

36SS2. It is very important that young boys and girls not be allowed to see each other completely undressed. A a d D

37AS2. Having a lot of visitors and parties in the class keeps the aide from doing the best job possible. A a d D

38IN2. A child should never keep a secret from the aide. A a d D

39CS2. Laughing at children's jokes and telling jokes to children make things go more smoothly. A a d D

40JI2. Most aides really feel somewhat insecure in their work. A a d D

41AD2. The sooner a child learns to do for himself the better off he is. A a d D

42JR2. Much of the time the aide's job is not very rewarding. A a d D

43NWM2. Entirely too much record keeping is required of the aide. A a d D

44NPR2. Very often aides should be permitted to "get tough" with visitors or parents who are trouble-makers. A a d D

45ASR2. The trouble with most supervisors is that they usually can't make up their minds if they want to be on the aide's side or the administration's side. A a d D

46NC2. Changing soiled linens and bathing sick or total-care children are pretty depressing jobs at times. A a d D

47S3. Most children are dealt with too leniently when they cause problems. A a d D

48WC3. No matter how much two people like each other, when they work together there are always differences which cause irritation and lead to arguments. A a d D

49BW3. A wise aide will teach a child early just who is boss. A a d D

50FD3. Children should learn to come to the aide for advice, even if the decision to be made is very minor. A a d D

51I3. It is a rare aide who can be sweet and even tempered with her children all day without letting them get on her nerves. A a d D

52SA3. There is no good excuse for a child hitting another child. A a d D

53E3. Children are too often asked to do all the compromising and adjustment and that is not fair. A a d D

54IA3. When an aide doesn't do a good job with the children, it may be because the administration doesn't do its part around the school. A a d D

55II3. Aides are completely satisfied with the job this school is doing. A a d D

56EV3. A child has a right to his own point of view and should be allowed to express it. A a d D

57AA3. Aides should teach their children that they way to get ahead is to keep busy and not waste time. A a d D

58AC3. Children pester you with all their little upsets if you aren't careful from the first. A a d D

59SS3. Children who take part in sex play usually have something wrong with them. A a d D

60AS3. Most aides would prefer to get their class work done rather than attend staff meetings. A a d D

61IN3. An aide has to do the planning because she is the one who knows what is going on in the school. A a d D

62CS3. Aides who are interested in hearing about children's activities outside school help them progress faster. A a d D

63JI3. Too often aides are fired for reasons that are not important and for things that were not their fault. A a d D

64AD3. The sooner a child is weaned from emotional ties to the aide, the better off he will be. A a d D

65JR3. Being an aide sometimes presents more headaches than it's worth. A a d D

66NWM3. The aide is required to do too much housekeeping in the classroom. A a d D

67NPR3. When neighbors ask a question about the school, it is better for the aide to answer it a little incorrectly than not to answer it at all. A a d D

68ASR3. Unfortunately, most supervisors know little more about managing a classroom than does the aide. A a d D

69NPC3.	If there is one thing that most aides balk at, it's working in a class where the children need total physical care.	A	a	d	D
700S4.	Most children should have more discipline than they get.	A	a	d	D
71WC4.	There are some things which just can't be settled by a mild discussion.	A	a	d	D
72BW4.	Children frequently need some of the natural meanness taken out of them.	A	a	d	D
73FD4.	Aides should know better than to allow children to be exposed to situations which may be difficult.	A	a	d	D
74I4.	Managing retarded children is a nerve racking job.	A	a	d	D
75SA4.	Children should not play roughly because it often leads to trouble or injury.	A	a	d	D
76E4.	An aide should treat a child as an equal.	A	a	d	D
77IA4.	Probably an aide's first wish would be that the superintendent and professional staff would be more understanding.	A	a	d	D
78II4.	Aides should not criticize the school in public.	A	a	d	D
79EV4.	A child's ideas should be seriously considered in making classroom decisions.	A	a	d	D
80AA4.	A child who is doing something all the time will most likely be happy.	A	a	d	D
81AC4.	If a child has upset feelings, it is best to leave him alone and not make it look serious.	A	a	d	D
82SS4.	Sex is the most important problem to be contended with in a school.	A	a	d	D
83AS4.	Professional staff who visit the classrooms often do more harm than good.	A	a	d	D
84IN4.	The whole class does fine if the aide finds out what is going on and really takes charge of things.	A	a	d	D
85CS4.	If aides would have fun with their children, the children would be more apt to take their advice.	A	a	d	D
86JI4.	Most aides are constantly worried about doing something which will cause them to lose their job.	A	a	d	D
87AD4.	An aide should always be pushing children to develop as soon as possible.	A	a	d	D

88JR4. People who work as aides often would rather be doing some other kind of work. A a d D

89NWM4. Schools should take steps to see that the aide is relieved of cleaning and housekeeping jobs in the classroom. A a d D

90NPR4. What the aide does away from the job is of no business to the school. A a d D

91ASR4. The trouble with most supervisors is that they are too concerned about their own problems to be of much help to the aides. A a d D

92NPC4. There are so many things to be done that it seems a waste of time for the aide to have to do all the physical care of sick or dependent children. A a d D

93S5. Children are actually happier when they are made to "toe the line" at all times. A a d D

94WC5. It's natural to have quarrels when two people who both have minds of their own work together. A a d D

95BW5. It is sometimes necessary for the aide to break the child's will. A a d D

96FD5. Children should be kept away from all jobs which might be discouraging. A a d D

97I5. It's natural for an aide to "blow her top" when residents get on her nerves. A a d D

98SA5. Most aides prefer a quiet child to an active, "scrappy" one. A a d D

99E5. There is no reason aides should have their way all the time, any more than children should have their way all the time. A a d D

100IA5. Few superintendents realize how difficult it is to be an aide. A a d D

101II5. When I hear others comment unfavorably about our school, it makes my blood boil. A a d D

102EV5. When a child is in trouble he should know he won't be punished for talking about it with his aide. A a d D

103AA5. The sooner a child learns a wasted minute is gone forever, the better off he will be. A a d D

104AC5. The trouble with giving attention to children's problems is that they usually just make up a lot of stories to keep your attention. A a d D

105SS5. Masturbation by children is a serious thing and should be dealt with severely. A a d D

106AS5. Having aides get together to talk over their problems usually causes more harm than good. A a d D

107IN5. An aide must often be prepared to "snoop" a little to find out what is really going on around the school. A a d D

108CS5. When you do things together children feel close to you and can talk easier. A a d D

109JI5. In working as an aide, one never knows what he may be accused of next. A a d D

110AD5. The earlier a child is weaned from the bottle the better off he is. A a d D

111JR5. On bad days I sometimes wonder why I ever took a job as an aide. A a d D

112NWM5. Of all aspects of the aide's job, cleaning up and keeping the records straight are the most boring. A a d D

113NPR5. When off duty the aide has the right to criticize the school just like any other citizen. A a d D

114ASR5. The aide cannot always depend upon the supervisor's judgment, and therefore must sometimes take things into her own hands. A a d D

115NPC5. It would be a good thing if the aide could be relieved of most of the activities involving direct physical care of children who are sick or dependent. A a d D

AIDE OPINION SCALE -SCORING FORM

CATEGORIES	ITEMS	TOTAL
1) Strictness (S)	(1)___(24)___(47)___(70)___(93)___	____
2) Work Conflict (WC)	(2)___(25)___(48)___(71)___(94)___	____
3) Breaking the Will (BW)	(3)___(26)___(49)___(72)___(95)___	____
4) Fostering Dependency (FD)	(4)___(27)___(50)___(73)___(96)___	____
5) Irritability (I)	(5)___(28)___(51)___(74)___(97)___	____
6) Suppression of Aggression (SA)	(6)___(29)___(52)___(75)___(98)___	____
7) Equality (E)	(7)___(30)___(53)___(76)___(99)___	____
8) Inconsiderateness of Administration (IA)	(8)___(31)___(54)___(77)___(100)__	____
9) Institutional Identification (II)	(9)___(32)___(55)___(78)___(101)__	____
10) Encourage Verbalization (EV)	(10)___(33)___(56)___(79)___(102)__	____
11) Approval of Activity (AA)	(11)___(34)___(57)___(80)___(103)__	____
12) Avoidance of Communication (AC)	(12)___(35)___(58)___(81)___(104)__	____
13) Suppression of Sex (SS)	(13)___(36)___(59)___(82)___(105)__	____
14) Attendant Seclusiveness (AS)	(14)___(37)___(60)___(83)___(106)__	____
15) Instrusiveness (IN)	(15)___(38)___(61)___(84)___(107)__	____
16) Comradship with Residents (CR)	(16)___(39)___(62)___(85)___(108)__	____
17) Job Insecurity (JI)	(17)___(40)___(63)___(86)___(109)__	____
18) Push to Accelerate Development (AD)	(18)___(41)___(64)___(87)___(110)__	____
19) Job Rejection (JR)	(19)___(42)___(65)___(88)___(111)__	____
20) Negative Ward Managements (NWM)	(20)___(43)___(66)___(89)___(112)__	____
21) Negative Public Relations (NPR)	(21)___(44)___(67)___(90)___(113)__	____

22) Negative Aide- (A-SR) Supervisor Relations	(22)___(45)___(68)___(91)___(114)__	____
23) Negative Physical Care (NPC)	(23)___(46)___(69)___(92)___(115)__	____

APPENDIX B - EVALUATIONS

4. SEMANTIC DIFFERENTIAL

Mentally retarded children generally are:

attractive	1	2	3	4	5	unattractive
cuddly	1	2	3	4	5	repulsive
demanding	1	2	3	4	5	not demanding
deceitful	1	2	3	4	5	honest
trustful	1	2	3	4	5	distrustful
not fussy	1	2	3	4	5	fussy
not greedy	1	2	3	4	5	greedy
well behaved	1	2	3	4	5	mischievous
responsible	1	2	3	4	5	irresponsible
pleasant	1	2	3	4	5	obnoxious
considerate	1	2	3	4	5	selfish
hard hearted	1	2	3	4	5	soft hearted
calm	1	2	3	4	5	temperamental
not stubborn	1	2	3	4	5	stubborn
kind	1	2	3	4	5	unkind

Children with cerebral palsy generally are:

attractive	1	2	3	4	5	unattractive
cuddly	1	2	3	4	5	repulsive
demanding	1	2	3	4	5	not demanding
deceitful	1	2	3	4	5	honest
trustful	1	2	3	4	5	distrustful
not fussy	1	2	3	4	5	fussy
not greedy	1	2	3	4	5	greedy
well behaved	1	2	3	4	5	mischievous
responsible	1	2	3	4	5	irresponsible
pleasant	1	2	3	4	5	obnoxious
considerate	1	2	3	4	5	selfish
hard hearted	1	2	3	4	5	soft hearted
calm	1	2	3	4	5	temperamental
not stubborn	1	2	3	4	5	stubborn
unkind	1	2	3	4	5	kind

Emotionally disturbed children generally are:

attractive	1	2	3	4	5	unattractive
cuddly	1	2	3	4	5	replusive
demanding	1	2	3	4	5	not demanding
deceitful	1	2	3	4	5	honest
trustful	1	2	3	4	5	distrustful
not fussy	1	2	3	4	5	fussy
not greedy	1	2	3	4	5	greedy
well behaved	1	2	3	4	5	mischievous
responsible	1	2	3	4	5	irresponsible
pleasant	1	2	3	4	5	obnoxious
considerate	1	2	3	4	5	selfish
hard hearted	1	2	3	4	5	soft hearted
calm	1	2	3	4	5	temperamental
not stubborn	1	2	3	4	5	stubborn
unkind	1	2	3	4	5	kind

Physically handicapped (blind, deaf, etc.) children generally are:

attractive	1	2	3	4	5	unattractive
cuddly	1	2	3	4	5	repulsive
demanding	1	2	3	4	5	not demanding
deceitful	1	2	3	4	5	honest
trustful	1	2	3	4	5	distrustful
not fussy	1	2	3	4	5	fussy
not greedy	1	2	3	4	5	greedy
well behaved	1	2	3	4	5	mischievous
responsible	1	2	3	4	5	irresponsible
pleasant	1	2	3	4	5	obnoxious
considerate	1	2	3	4	5	selfish
hard hearted	1	2	3	4	5	soft hearted
calm	1	2	3	4	5	temperamental
not stubborn	1	2	3	4	5	stubborn
unkind	1	2	3	4	5	kind

APPENDIX C - TEACHER AIDE INSTITUTE DATA

1. STAFF AND CONSULTANTS

Institute Staff

John J. Sullivan, Director

Albert L. Joseph, Instructor

Robyn A. Sullivan, Instructor

James Platero, Field Supervisor

Cathy Cain, Program Assistant

Carol Nachie, Secretary

Arizona State University Consultants

Department of Special Education:

Abraham, Willard, PhD, Professor of Education; Chairman

Fass, Larry A., EdD, Assistant Professor

Brown, Alan R., PhD, Assistant Professor

Moore, Byron C., EdD, Associate Professor

Nelson, John C., MA, Assistant Professor

Newman, Karen S., EdD, Assistant Professor

Center for Indian Education:

Sundwall, Harry W., PhD, Professor of Education; Director

Sekaquaptewa, Eugene, MA, Instructor

Department of Speech:

Mowrer, Donald E., PhD, Assistant Professor

Department of Audiovisual Education:

Vergis, John P., EdD, Professor of Education

Black, Bob, Graduate Assistant

APPENDIX C - TEACHER AIDE INSTITUTE DATA

2. PARTICIPANTS

Adley, Geraldine J. (Mrs.)	Box 613, Whiteriver, AZ	White Mountain Apache
Andrews, Isidra (Mrs.)	Rt. 1, Box 160, Scottsdale, AZ	Yaqui
Antone, Joanne M. (Mrs.)	Box 195, Sells, AZ	Papago
Antone, Vernita A. (Miss)	Box 36, Sacaton, AZ	Pima-Papago
Antonio, Antoinette (Miss)	Box 454, Whiteriver, AZ	White Mountain Apache
Atokuku, Valda (Miss)	Box 691, Second Mesa, AZ	Hopi
Begay, Keith	Box 142, Many Farms, AZ	Navajo
Begaye, Colin	Box 878, Crownpoint, NM	Navajo
Carlyle, Selma E. (Mrs.)	Rt. 1, Box 880, Laveen, AZ	Gila River Pima-Hopi
Clark, Veronica (Mrs.)	Box 509, San Carlos, AZ	San Carlos Apache
Clarkson, Ilona (Mrs.)	Box 352, Whiteriver, AZ	White Mountain Apache
Clawson, Lula (Miss)	Box 382, Whiteriver, AZ	White Mountain Apache
Dean, Charlotte (Miss)	Box 271, San Carlos, AZ	San Carlos Apache
Denny, Shirley (Mrs.)	Cottonwood Day Sch., Chinle, AZ	Navajo
Dick, Ernest W.	Box 92, Chinle, AZ	Navajo
Dick, Galena (Mrs.)	Box 92, Chinle, AZ	Navajo
Dick, Lynda A. (Miss)	Box 105, Chinle, AZ	Navajo
Emerson, Marlene S. (Mrs.)	General Delivery, Church Rock, NM	Navajo
Grijalva, Arlene S. (Mrs.)	Rt. 1, Box 130, Scottsdale, AZ	Salt River Pima
Guye, Alice W. (Mrs.)	Box 41, Oraibi, AZ	Navajo

Jackson, Gertrude (Miss)	Box 93, Sacaton, AZ	Gila River Pima
Jackson, Gloria M. (Mrs.)	Box 461, Sacaton, AZ	Gila River Pima
James, Irene (Miss)	Box 265, Chinle, AZ	Navajo
Jay, LaVerne (Mrs.)	Box 571, Sacaton, AZ	Gila River Pima
Johnson, Elizabeth (Mrs.)	Box 305, Sacaton, AZ	Gila River Pima
Jones, Norma Jean (Mrs.)	Box 397, Window Rock, AZ	Navajo
Juan, Charlene (Mrs.)	Rt. 1, Box 120, Scottsdale, AZ	Mohave-Yuma
Juan, Rosita (Miss)	Box 782, Topawa, AZ	Papago
Kane, Rebecca W. (Mrs.)	Box 837, Whiteriver, AZ	White Mountain Apache
King, Henry W.	Box 520, Gallup, NM	Navajo
Knox, Warren L.	Rt. 1, Box 108, Laveen, AZ	Gila River Maricopa-Pima
Lee, Alfred	Box 10, Ganado, AZ	Navajo
Lynch, Amy E. (Mrs.)	Box 691, Second Mesa, AZ	Hopi
Manuel, Lois F. (Mrs.)	Rt. 1, Box 191, Scottsdale, AZ	Salt River Pima
Marianito, Lucie (Miss)	Box 214, Ft. Wingate, NM	Navajo
Masayesva, Verna (Miss)	Box 84, Hotevilla, AZ	Hopi
Mattias, Sylvia (Miss)	Box 152, Sells, AZ	Papago
Moses, Delores J. (Miss)	Box 113, Bylas, AZ	San Carlos Apache
Nez, Nelson R.	Box 1043, Shiprock, NM	Navajo
Pinto, Esther F. (Mrs.)	Twin Lakes T.P., Gallup, NM	Navajo
Ramon, Helen (Mrs.)	Box 795, Topawa, AZ	Papago
Ramon, Jose E., Jr.	Box 84, Sells, AZ	Papago
Russell, David	Box 283, Crownpoint, NM	Navajo

Sells, Lorinda A. (Miss)	Rough Rock Dem. Sch., Chinle, AZ	Navajo
Tessay, Mary Ann (Mrs.)	Box 462, Whiteriver, AZ	White Mountain Apache
Uqualla, Ida M. (Miss)	General Delivery, Supai, AZ	Havasupai
Yazzie, Angela (Miss)	Box 363, St. Michaels, AZ	Navajo

APPENDIX C - TEACHER AIDE INSTITUTE DATA

3. SCHEDULES FOR INSTRUCTION

Phase I

September 8 to October 30, 1969

September 8

9:00 Orientation to Institute

10:00 Pretest: Aide Information Survey

1:00 Pretest: Family Attitude Survey

2:30 Introduction of all participants.
Formation of committees: social, coffee, bulletin board, audio-visual.

September 9

9:00 Tour of ASU campus in campus tram.

10:30 Lecture: State School organization.

1:00 Pretest: Aide Opinion Scale.

2:30 Presentation: Distar Reading Program.

September 10

9:00 Child Growth and Development Course: course orientation.
Films: Children at Work and Play
Heredity and Environment

1:00 A-V Workshop: Introduction to and practice with 16 mm projector.
Making transparencies and use of overhead projector.
By Bob Black, ASU A-V department.

September 11

9:00 CG&D: General principles of development.
Film: Principles of Development

10:30 Library tour, including Arizona room.
By library staff

1:00 Presentation: Language Master.
By Mary Ann Koehnlien, of PBSW.

2:30 Lecture: State School organization.

September 12

9:00 CG&D: What is normal? Introduction of normal curve concept.
Conception to birth.
Film: Heredity and Prenatal Development

1:00 Indian Culture Course: course orientation
Film: Tommy Knight

2:30 A-V Workshop: Introduction to and practice with tape recorders, record players, film strip projectors, and slide projectors.
By Bob Black, ASU A-V department

September 15

9:00 CG&D: First year of life
Film: Embryology of Human Behavior

11:00 Pretest: Semantic Differential
By Dr. Alan Brown

1:00 A-V Workshop: Lecture on cameras and their use in the classroom. Ways of mounting pictures. Practice with rubber cement, dry mount tissue, and plastic lamination.
By Bob Black, ASU A-V department

September 16

9:00 CG&D: One to three years of age.
Film: Terrible Twos and Trusting Threes

11:00 Pretests for late registrants.
Dismissal for study in library in preparation for group presentations of Indian culture.

September 17

9:00 CG&D: Four and five years of age.
Film: Frustrating Fours and Fascinating Fives
Gross and fine motor developmental scales.

11:00 Education in the Rough Rock Demonstration School
Guest speaker: Mrs. Pfeiffer

1:00 Aide presentation on Indian culture:
Navajo Taboos

2:00 Aide presentation: Navajo Ceremonials

3:00 Film: Discovering Color

September 18

9:00 Library orientation to card catalogue
By library staff

10:30 Film: Apache Indian

11:00 Aide presentation on Navajo culture

1:00 Film: Exceptional Children

1:30 Aide presentations on Navajo culture

September 19

9:00 CG&D: Six to nine years of age.
Film: From Sociable Six to Noisy Nine
Language and concept development scales.

11:00 Guest speaker: Karl Gorman, from Window Rock

1:00 Aide presentation on Navajo culture.

2:00 Aide presentation on Apache culture.

3:00 Film: Best of Two Worlds

September 22

9:00 CG&D: Ten year old and preadolescent
Film: Physical Aspects of Puberty

11:00 Film: Common Fallacies About Group Differences
Discussion

1:00 Film: Hopi Indians

1:30 Aide presentations on Hopi culture.

2:30 Aide presentations on Navajo culture.

September 23

9:00 CG&D: Adolescence
Film: Meaning of Adolescence

11:00 Aide presentations on Navajo culture.

1:00 Hopi Culture
Guest speaker: Eugene Sekaquaptewa

2:30 Film: Supai Indians
Aide presentation on Supai culture

September 24

9:00 CG&D: Children's problems
Film: Shyness

10:30 Guest speaker: Wesley Bonito, Whitetiver

1:00 Pima and Maricopa Culture
Guest speaker: Clare Seota, Salt River

3:00 Film: Discovering Texture

September 25

9:00 CG&D: Children's emotions.
Guest speaker: Dr. Alan Brown
Film: Children's Emotions

11:00 Aide presentations on Apache culture.

12:00 Dismiss for library study.

September 26

9:00 CG&D: Course final.

9:30 Lecture: Measuring mental development.
Film: IQ, Questionable Criterion
Presentation of measurements of intelligence and social maturity.

11:00 Aide presentation on Yaqui culture.

1:00 Test: Raven Progressive Matrices

2:00 Art Workshop: Cutting letters for bulletin boards.

September 29

9:00 Exceptional Children Course: Overview.
Guest speaker: Dr. John Nelson

10:30 Aide presentation on Navajo culture.
Film: Navajo: A People Between Two Worlds

1:00 Exceptional children
Film: Julia
Discussion

2:30 Review of Child Growth and Development test results.

September 30

9:00 Exceptional children: Mental retardation

10:00 Causes and Classification of Mental Retardation
Guest speaker: Dr. Clarence Laing, Director of Child Evaluation Center

1:00 Guest speaker: Cipriano Manuel, Papago

2:30 Aide presentation on Papago culture.
Film: Desert People

October 1

9:00 Exceptional children: Mental retardation, cont.
Film: Introducting the MR

11:00 Aide presentation on Pima culture.

1:00 Exceptional children: Methods of teaching the MR.
Film: Aide for Teaching the Retarded
Discussion

October 2

9:00 Field Trip to Children's Colony at Randolph.

October 3

9:00 Exceptional children: Methods of teaching the MR., cont.
Film: Who Will Tie My Shoe?

1:00 Aide presentations on Pima culture.

3:00 Film: Painting is Loving

October 6

9:00 Exceptional children: Test over mental retardation

9:30 Exceptional children: Learning Disabilities
Film: Why Billy Couldn't Learn

1:00 Aide presentations on Pima Culture.

October 7

9:00 Review of mental retardation test results

9:30 Exceptional children: Learning disability and visual perception.
Film: Visual Perceptions and Failure to Learn
Demonstration and practice with Frostig materials.

1:00 Demonstration: Closed circuit television:
Testing and teaching techniques with the MR.

October 8

9:00 Aide presentations on Indian culture.

1:00 Exceptional children: Physically handicapped.
Guest speaker: Dr. Larry Faas
Film: A Day at Washington Boulevard

October 9

9:00 Field trip to Gompers Rehabilitation Center and the Maricopa County Accomodation School.

October 10

9:00 Exceptional children: The gifted and psuedoretardation.
Guest speaker: Dr. Willard Abraham
Film: The Gifted

1:00 Arts and crafts workshop
Film: Arts and Crafts for the Slow Learner

October 13

9:00 Screening for hearing problems.
Guest speaker: Tom Magro, State consultant.

1:00 Workshop: Audiometric testing

2:30 Lecture: State public school programs.

October 14

9:00 Exceptional children: Physical education for the handicapped.
Film: Movigenics

10:30 Instructional materials presentation: Follett reading readiness materials.

1:00 Exceptional children: Visually handicapped
Film: Blind Challenge

2:00 Methods of Teaching the Visually Handicapped.
Guest speaker: Rosemary Frick

October 15

9:00 Screening for visual problems.
Guest speaker: Elizabeth Field, State consultant.
(The mornings of the 15th and the 17th will train the aides to help with vision screening in the schools.)

1:00 Indian Education: History of the BIA Schools.
Guest speaker: Wayne Pratt, State Dept. of Public Instruction.

October 16

7:30 Field trip to the State School for the Deaf and Blind at Tucson.
Visit to the DeGrazia studio at Tucson to view the paintings on Indian religion and culture.

October 17

9:00 Screening for visual problems, cont.
Guest speaker: Elizabeth Field, State consultant.
Participation of a kindergarten class of Pima Indian children.

1:00 X-rays of Indian teacher aides.

2:00 Indian Education
Guest speaker: Bob Lewis, Salt River

October 20

9:00 Exceptional children: Test over preceeding material.

9:30 Exceptional children: The emotionally disturbed child.
Film: Aggressive Child

11:00 Speech Problems of the Handicapped
Guest speaker: Linda Loose

1:00 Indian Education: Philosophical Aspects of Indian Education.
Guest speaker: Eugene Sekaquaptewa

October 21

9:00 Exceptional children: Structured classroom for the emotionally disturbed.
Film: Santa Monica Project

11:30 Review of Exceptional Children test results.

1:00 Workshop: Preparing materials for use with cerebral palsied children. Discussion of cerebral palsied children and specific assignments of aides to children.

October 22

9:00 Film: Fifty Minutes

9:30 Workshop and classroom experience.
Guests: A class of eight cerebral palsied children, their teacher and speech therapist.

1:00 Indian Education: Mission Schools
Guest speaker: Dr. Roe Lewis

October 23

9:00 Field trip to the Arizona State Hospital and to the Heard Museum to view the collection of Indian art, crafts, and artifacts.

October 24

9:00 The Facts and Fiction About Dope
Guest speaker: Dr. Alan Brown
Film: Beyond LSD

11:00 Bake sale. Proceeds to go to the Children's Colony choir robe fund.

1:00 Exceptional children: Structured classroom for the emotionally disturbed, continued.
Film: Can I Come Back Tomorrow?

October 27

9:00 Exceptional children: Review of mental retardation. Review of intellectual evaluation. Demonstration of nonverbal intelligence tests.

10:30 Indian Education: Mental Health Among Indian Children.
Guest speaker: Dr. Harry Sundwall

1:00 Indian culture: Culture of Northwestern Indians.
Guest speaker: Steve Pierre

2:30 Test over Indian culture.

October 28

9:00 Workshop: Visual-motor coordination exercises, and practice with manuscript and cursive handwriting.

1:00 Panel of supervisors for reservation placements.

2:00 Indian Education: Mental Health Among Indian Children, cont.
Guest speaker: Dr. Harry Sundwall

October 29

9:00 Post-tests: Aide Information Survey
Aide Opinion Scale
Semantic Differential

1:00 Test over Indian Education.

2:30 Review of test over Indian culture.

6:00 Potluck picnic for aides, staff and families at Papago Park.

October 30

9:00 Orientation for placement in special education classrooms, including dress, behavior, duties, and attitudes.

11:00 Completion of forms for college credit.

1:00 Instructional materials workshop: Peabody Language Development Kits, Cuisenaire rods, and crafts.

3:00 Review of assignments for supervised classroom experiences.

Phase II
November 3 to December 19, 1969

SPECIAL EDUCATION PLACEMENTS IN THE PHOENIX AREA

Nov. 3	Nov. 10	Nov. 17	Nov. 24	Dec. 1	Dec. 8	Dec. 15	
Col	Col	Acc	Acc	Acc	Acc	Acc	N. Nez
Col	Col	Acc	Acc	Acc	Acc	Acc	J. Ramon
Col	Col	Acc	CP	CP	Acc	Acc	E. Pinto
Col	Col	Acc	CP	CP	Acc	Acc	A. Guye
Col	Col	Acc	Acc	Acc	CP	CP	R. Juan
Col	Col	Acc	Acc	Acc	CP	CP	H. Ramon
Acc	Acc	Col	Col	Col	Col	Col	E. Johnson
Acc	Acc	Col	Col	Col	Col	Col	Ger. Jackson
Acc	Acc	Col	Col	Col	Col	Col	Glo. Jackson
Acc	Acc	Col	Col	Col	Col	Col	V. Antone
Acc	Acc	Col	CP	CP	TG	TG	I. Andrews
Acc	Acc	Col	Acc	Acc	TG	TG	V. Masayesva
CP	CP	CP	Col	Col	Acc	Acc	S. Carlyle
CP	CP	CP	Col	Col	Acc	Acc	W. Knox
TG	TG	TG	Col	Col	Acc	Acc	A. Lee
Acc	Acc	Acc	Acc	Acc	Col	Col	J. Antone
Acc	Acc	Acc	Col	Col	CP	CP	A. Grijalva
Acc	Acc	Acc	Col	Col	CP	CP	L. Manuel
TG	TG	TG	Acc	Acc	Col	Col	C. Juan
TG	TG	TG	CP	CP	Col	Col	V. Atokuku
CP	CP	CP	TG	TG	Col	Col	N. Jones
CP	CP	CP	TG	TG	Col	Col	A. Lynch
Acc	Acc	Acc	Acc	Acc	Col	Col	S. Mattias

Col - Arizona Children's Colony, CP - Cerebral Palsy Center
Acc - County Accommodation School, TG - Tempe Getz School

Phase III
January 5 to March 6, 1970

SPECIAL EDUCATION PLACEMENTS IN THE PHOENIX AREA

Jan. 5	Jan. 12	Jan. 19	Jan. 26	Feb. 2	Feb. 9	Feb. 16	Feb. 23	March 2	
Col	Col	Col	CP	CP	CP	Acc	Acc	Acc	G. Adley
Col	Col	Col	CP	CP	CP	Acc	Acc	Acc	D. Moses
Col	Col	Col	Acc	Acc	Acc	Acc	Acc	Acc	C. Begaye
Col	Col	Col	TG	TG	TG	Acc	Acc	Acc	K. Begay
Col	Col	Col	Acc	Acc	Acc	CP	CP	CP	D. Russell
Acc	Acc	Acc	Col	Col	Col	TG	TG	TG	I. James
Acc	Acc	Acc	Col	Col	Col	TG	TG	TG	L. Marianito
Acc	Acc	Acc	Col	Col	Col	CP	CP	CP	I. Uqualla
Acc	Acc	Acc	Col	Col	Col	CP	CP	CP	M. Emerson
CP	CP	CP	Col	Col	Col	Acc	Acc	Acc	L. Dick
CP	CP	CP	Col	Col	Col	Acc	Acc	Acc	L. Sells
Acc	Acc	Acc	Acc	Acc	Acc	Acc	Acc	Acc	L. Clawson
Acc	Acc	Acc	CP	CP	CP	Col	Col	Col	C. Dean
Acc	Acc	Acc	Acc	Acc	Acc	Col	Col	Col	V. Clark
TG	TG	TG	Acc	Acc	Acc	Col	Col	Col	A. Antonio
CP	CP	CP	TG	TG	TG	Col	Col	Col	S. Denny
CP	CP	CP	CP	CP	CP	Col	Col	Col	A. Yazzie
TG	TG	TG	Acc	Acc	Acc	Acc	Acc	Acc	E. Dick
TG	TG	TG	Acc	Acc	Acc	Acc	Acc	Acc	G. Dick
Acc	Acc	Acc	Acc	Acc	Acc	CP	CP	CP	M. Tessay
Acc	Acc	Acc	Acc	Acc	Acc	Acc	Acc	Acc	R. Kane

Col - Arizona Children's Colony, CP - Cerebral Palsy Center
Acc - County Accommodation School, TG - Tempe Getz School

Phase IV
March 9 to March 26, 1970

EPDA TEACHER AIDE WORKSHOP

During our March workshop, each participant will be responsible for the following:

1. Making one bulletin board by March 18.
2. Making one or more art, craft, or instructional materials project by March 18.
3. Making an index card file by March 26.
   Each file should include sections on music, arts and crafts, games, exercises and P.E., bulletin board ideas, and instructional materials. (Materials for the above may be picked up in room 305C.)
4. Prompt attendance and active participation in all scheduled and unscheduled events.*

* Unscheduled events include many five minute periods of songs, fingerplays, and games, led by R. Sullivan. We hope, you will share your songs and games with us, so that they may be dittoed for everyone.

TEACHER AIDE WORKSHOP

March 9 to March 26

March 9

9:00 Announcements

Workshop schedule

Workshop assignments

Committee appointments:

Picnic, March 19	Chairman:	Selma Carlyle
A-V Equipment	Chairman:	Alfred Lee
Coffee	Chairman:	Elizabeth Johnson
Guest Speakers	Chairman:	Gentlemen - David Russell Ladies - Shirley Denny

10:30 Discussion of teacher aide experiences
Led by A. Joseph

12:00 Lunch

1:30 Exceptional children, a review
By R. Sullivan
Film: A World of the Right Size

3:00 Olympics for the physically handicapped
Speakers: James R. Thomas and Cliff Crase
(Mr. Crase is the 1969 Wheel Chair Athlete of the Year.)

4:15 Assignment: "Training by Positive Reinforcement" handout.

March 10

9:00 Behavior modification through positive reinforcement.
By R. Sullivan
Film: Reinforcement Therapy

10:45 Dialogue with visiting students
Speakers: Michael Mason and Richard Schnaidt

1:30 Workshop - Bulletin boards
By A. Joseph
Films: Poster Making
Paper in the Round

March 11

9:00 Handling classroom problems
Speaker: Dr. Alan Brown

11:00 Teaching the mentally retarded
By R. Sullivan
Film: Teaching the Retarded - A Positive Approach

1:30 Workshop - instructional materials for handicapped children
By R. Sullivan

March 12

9:00 Behavior modification, continued
By R. Sullivan
Film: Reward and Reinforcement in Learning

10:00 Behavior modification demonstration
By Dr. Harry Sundwall and R. Sullivan

11:00 Resources for the visually handicapped: Talking Books
Speaker: Mrs. Arlene Bansal

1:30 Presentation and demonstration of the Montessori method and materials, with emphasis on teaching number concepts and arithmetic to the mentally retarded child.
Speaker: Mrs. Muriel Turner

March 13

9:00 Family living
Speaker: Mrs. Georgia MacDonaugh

10:30 Nutritional implications in illness
Speaker: Dr. William K. Carlile

1:30 Workshop - arts and crafts
By A. Joseph
Film: Art from Scrap
Torn Paper

March 16

9:00 Normal nutrition; snack foods; obesity
Speaker: Mrs. Betty Hendricks

10:30 How to use commodity foods; sanitation and storage
Speaker: Mrs. Hazel Stroud

March 16 (continued)

1:30 Workshop - crafts
By A. Joseph

3:15 Workshop - instructional materials
By. R. Sullivan

March 17

9:00 Feeding little folks
Speaker: Mrs. Hazelle Junker

9:45 Feeding handicapped children
Speakers: Mrs. Hazelle Junker and Mrs. Hazel Stroud

11:00 Nutrition education in the elementary grade school
Speakers: Mrs. Hazelle Junker and Mrs. Hazel Cacharis

1:30 Workshop - Crafts
By A. Joseph
Film: Animules

3:00 Workshop - Physical education for the handicapped
By Jim Platero

March 18

9:00 Dental health and dental health education
Speaker: Dr. John Heck

10:15 Learning without reinforcement
Speaker: Dr. Harry Sundwall

1:30 Public speaking
By J. Sullivan
Film: Public Speaking - Movement and Gesture

3:00 The aide's role in community-school relationships
Speaker: Gene Sekaquaptewa

March 19

9:00 The mentally retarded adult in the community
By J. Sullivan
Film: Stranger in his own country

10:30 Workshop - physical education for the handicapped
By Jim Platero
Film: Anyone Can

March 19 (continued)

1:30 Preparation of displays for the Indian Education Conference

5:00 Potluck picnic for aides, staff and families at Papago Park, Special guests were cooperating teachers.

March 20

8:30 - 5:00 Attendance at the Eleventh Annual Indian Education Conference

March 21

8:30 - 12:00 Attendance at the Eleventh Annual Indian Education Conference

12:00 - 4:00 Attendance at the Arizona Special Olympics Track Meet

March 23, 24, 25

Language Development Workshop

9:00 - 10:00 Small group discussions

10:15 - 11:30 Small group demonstrations with primary children from the Maricopa County Accommodation School

Rooms: B42, B49, B57, B61

Instructors: Giner Durfee, Judy Feldman, Terry Blythe, Mary Lou Luvisa

1:00 - 3:00 Lectures by Dr. Donald E. Mowrer

11:30 - 1:00
3:00 - 5:00 Individual 10 minute evaluations with staff. See posted schedule.

March 26

Workshop evaluations
Miscellaneous business

March 27

Happy Easter Holidays!

March 31

Report to your home schools

11th ANNUAL INDIAN EDUCATION CONFERENCE
Arizona State University, Tempe, Arizona
March 20-21, 1970 (Friday and Saturday)

F R I D A Y P R O G R A M

7:30 a.m. Registration, College of Education Lecture Hall
8:30 a.m. General Session, College of Education Lecture Hall
Presiding: Mr. George A. Gill, Assistant Professor of Education, A.S.U.
Welcome: Dr. Delbert D. Weber, Dean, Col. of Ed., A.S.U.
Keynote Address: Miss Grace Thorpe, Public Relations, Indians of All Tribes, San Francisco, California
Announcements: Dr. Harry W. Sundwall, Dir., Center for Indian Education, A.S.U.

FRIDAY MORNING WORKSHOPS

Time	Workshop	Place	Capacity	Coordinator & Tribe
10:30-12:00	#1	Col. of Ed. Lecture Hall	71	Mr. Ronnie Lupe, Chmn., White Mtn. Apache Tribe, Whiteriver, Arizona "Funding Agencies of Assistance to Indian Tribes"
10:30-12:00	#2	Col. of Ed. Lecture Hall	67	Mr. George A. Gill, Dir., All-Indian Upward Bound, A.S.U., Tempe "Student Motivation"
10:30-12:00	#3	Col. of Ed. Lecture Hall	253	Dr. Norma Richardson, Headstart Coordinator, ICAP, A.S.U. "Headstart Programs"
10:30-12:00	#4	Farmer Col. of Ed., Rm. 104	60	Mr. Dillon Platero, Dir., Rough Rock Demonstration School, Many Farms, Arizona "Bi-lingual Education and Local Control of Schools"
1:30-3:00	#5	Col. of Ed. Lecture Hall	71	Mr. Eugene B. Wilson, U.S.P.H.S., Area Tribal Affairs Office, Phoenix "Indian Health Programs"
1:30-3:00	#6	Col. of Ed. Lecture Hall	67	Mr. Alexander Lewis, Governor, Gila River Pima/Maricopa Community, Sacaton, Arizona "Tribal Economic Development"
1:30-3:00	#7	Col. of Ed. Lecture Hall	253	Miss Grace Thorpe, Public Relations, Indians of All Tribes, San Francisco, California "The Alcatraz Story"
1:30-3:00	#8	Farmer Col. of Ed., Rm. 104	60	Mr. Edgar Wight, Dir., Instructional Service Center (BIA) Brigham City, Utah "Instructional Services for Indian Schools"

Time	Workshop	Place	Capacity	Coordinator and Topic
3:15-4:45	#9	Col. of Ed. Lecture Hall	71	Mrs. Juana Lyon, Indian Employment Assistance, Phoenix, Arizona "Indian Manpower Development"
3:15-4:45	#10	Col. of Ed. Lecture Hall	67	Mr. Wesley Bonito, Education Coordinator, White Mountain Apache Tribe, Whiteriver Arizona "School Affairs and Involvement"
3:15-4:45	#11	Col. of Ed. Lecture Hall	253	Mr. John Sullivan, Dir., EPDA Indian Teacher Aide Institute, A.S.U. "Teacher Aide Programs"
3:15-4:45	#12	Farmer Col. of Ed., Rm. 104	60	Dr. Harry W. Sundwall, Dir., Center for Indian Education, A.S.U. "Procedures for Indian Students Planning Higher Education"

S A T U R D A Y P R O G R A M

7:30 a.m. Registration, College of Education Lecture Hall
8:30 a.m. General Session, College of Education Lecture Hall
Presiding: Dr. Harry W. Sundwall, Dir., Center for Indian Education
Announcements: Mr. Eugene Sekaquaptewa, Instructor
Center for Indian Education, A.S.U.

Time	Workshop	Place	Capacity	Coordinator and Topic
9:30-11:00	#13	Col. of Ed. Lecture Hall	71	Mr. Edward Clark, Graduate Assistant, Center for Indian Education, A.S.U. "College Services Offered Indian Students"
9:30-11:00	#14	Col. of Ed. Lecture Hall	67	Mr. Francis McKinley, Dir., National Indian Training and Services Center, Tempe, Arizona "Pilot Programs in Indian Education"
9:30-11:00	#15	Col. of Ed. Lecture Hall	253	Dr. Mayland Parker, Coordinator, Indian Community Action Project, A.S.U. "I.C.A.P. Programs"
9:30-11:00	#16	Farmer Col of Ed., Rm. 104	60	Mr. Eugene Sekaquaptewa, Instructor, Center Indian Education, A.S.U. "College Financial Assistance for Indian Students"

11:00-12:00 CONFERENCE "WRAP-UP", ANNOUNCEMENTS AND ADJOURNMENT

THIS CONFERENCE IS OPEN TO ALL PERSONS INTERESTED IN INDIAN EDUCATION.

APPENDIX C - TEACHER AIDE INSTITUTE DATA

4. PUBLICITY

The Arizona State University News Bureau provided news releases to newspapers, both daily and weekly, having general circulation throughout the state of Arizona. In addition, publicity for the program was given by publications which have a wide circulation on the Arizona Indian reservations. Some representative news releases are included in this Appendix.

The Phoenix Gazette

July 8, 1969

ASU Gets Indian Teaching Grant

Special to The Gazette

TEMPE — The Office of Education has awarded Arizona State University a grant of $248,910 to conduct a year-long institute designed to train Indian personnel as teacher aides.

The teacher aides will be trained to assist non-Indian teachers in schools with large numbers of Indian and handicapped children.

Directors of the program are Dr. Willard Abraham, chairman of the ASU department of special education, and Dr. Larry Faas, assistant professor of education.

"Emphasis in this program," said Dr. Abraham, "will be on handicapped children, child development, classroom procedures, innovative educational materials and equipment and other factors which will help the 47 Indian teacher aides do an effective job in assisting non-Indian teachers relate to Indian children.

"THIS EDUCATIONAL orientation," he said, "will be on a level appropriate to these future teachers aides, some of whom will have no more than 8 to 12 years of formal schooling.

"Included in the training of the teacher aides will be instruction in teaching English as a second language and also assistance in the improvement of their own communication skills."

The institute, which will begin Sept. 7 and continue until June, will be conducted by John J. Sullivan, director of special education at the Roosevelt School District in Phoenix who spent six years as a school administrator on the Navajo Reservation.

Sullivan is now accepting applications from prospective participants.

THE PROSPECTIVE teacher aide must be a high school graduate, or 18 years old; interested in working with children; have the ability to speak English and the dominant language of the community in which he lives and plans to work.

Following a two-month orientation program at ASU, the prospective teacher aides will be placed in the schools for internships which include experience with handicapped children in both regular and special classrooms.

The program will be conducted on a regional basis (Arizona, New Mexico, Utah, Nevada and Colorado), and is expected to attract student-participants from the Navajo, Hopi, Apache and other tribes.

Arizona State University
State Press

October 24, 1969

Chiefs heat 'em aides feed 'em students eat 'em

The Indian teacher's aides will sell authentic Indian delicacies at a bake sale from 11:30 a.m. to 1 p.m. today at the fountain in the Education building.

The food will be prepared by the teacher's aides from Arizona reservations. Native foods will be cooked in the traditional manner of the Pima, Maricopa, Navajo, Apache, Hopi, Papago, Supai and Havasupai tribes.

A special feature of the sale will be the Indian fried bread which inflates when cooked.

Proceeds from the sale will be sent to the robe fund of the Arizona Children's Colony at Coolidge, Arizona. Some of the mentally handicapped children at the colony sing as a choral group and need choir robes.

ASU Is Helping Arizona's Indians

Tempe Daily News

November 6, 1969

The difficulties of living with "one foot in each of two cultures," especially as they apply to Arizona Indians, may be eased to a degree for Indian youngsters as a result of an academic-year teacher aide institute currently being conducted for 46 adults by the special education department of the college of education at Arizona State University.

The program, financed under the education professions development Act by the U.S. Office of Education, rotates day - long in class work at ASU with field work in reservation and other special education classrooms every two months so that the 46 aides will be thoroughly trained and "at home" in their new roles in classrooms next fall.

John Sullivan, director of the Institute, pointed out that reservation Indians are typically poverty - stricken, have sub-standard housing and suffer health deprivations. Added to these factors is the cultural difference between Indians and the dominant Anglo culture.

As a result, he said, too many Indian children show different forms of learning retardation which are "coped with" by a single teacher, usually, who is non-Indian and seldom trained specifically to deal with the cultural and learning differences.

The teacher aides, all of them Indians, are taught such subjects as Indian education, Indian history and culture, child growth and development, orientation to exceptional children and the preparation and use of instructional materials.

With a year's training, including practical experience with Indian and other youngsters, it is expected that the teacher aides - whose value is further enhanced by their knowledge of their native language - will make a positive contribution to the regular teacher in helping bridge the cultural gap. Learning by the children should improve.

This month and next, about half of the trainees will work on the White Mountain, San Carlos, Salt River and Papago reservations in the south, and Crownpoint, Window Rock, Canada, Chinle, Second Mesa and Red Lake in the north, serving in private and public schools, Bureau of Indian Affairs Schools and mission and boarding schools.

The other half will be divided among the Arizona Children's Colony, the Nueva Vista School at the state hospital, the United Cerebral Palsy School, some Tempe classes for trainable retarded children and the Maricopa County Accommodation School.

All 46 are scheduled to be visited by an Institute faculty member at least once a week during the two months. In January and February, the prospective teacher aides will switch assignments, with those at the reservation schools coming to the five Valley locations and the others returning to reservation classrooms.

March will find all 46 back in the classroom at ASU for evaluation, further preparation, problem solving and permanent assignments. In April and May they'll be back in their own communities, with the regular visits from ASU staff scheduled to continue during that time.

If the program works as intended, Sullivan said, present beleaguered reservation teachers will not be the only ones to receive needed help. The prime beneficiaries, he pointed out, will be hundreds of children.

TESTING — Little Blanche Dixon, from the Sacaton Reservation School, shows Lois Manuel, left, from Salt River, and Selma Carlyle, of Laveen, both trainees in Arizona State University's Indian Teacher Aide program, how youngsters can be tested for eyesight before they can read. From a greater distance than shown in photo, child indicates with fingers, up, down, or sideways, whether she sees M, E or W, in block letters. Training of vision screening teams is a top priority project of the Arizona Society for the Prevention of Blindness, which worked with the 46 teacher aide trainees at ASU.

CULTURE GAP BRIDGED

The Phoenix Gazette

November 7, 1969

Institute Aids Indian Teaching

Spenial to The Gazette

TEMPE — The enormous difficulties of living with "one foot in each of two cultures," especially as they apply to Arizona Indians, may be eased to a degree for Indian youngsters as a result of an academic-year Teacher Aide Institute currently being conducted for 46 adults by the special education department of the College of Education at Arizona State University.

The program, financed under the Education Professions Development Act by the U.S. Office of Education, rotates day-long in-class work at ASU with field work in reservation and other special education classrooms every two months so that the 46 aides will be thoroughly trained and "at home" in their new roles in classrooms next fall.

JOHN SULLIVAN, director of the institute, pointed out that reservation Indians are typically poverty-stricken, have sub-standard housing and suffer health deprivations. Added to these factors is the cultural difference between Indians and the dominant Anglo culture.

As a result, he said, too many Indian children show different forms of learning retardation which are "coped with" by a single teacher, usually, who is non-Indian and seldom trained specifically to deal with the cultural and learning differences.

The teacher aides, all of them Indians, are taught such subjects as Indian education, Indian history and culture, child growth and development, orientation to exceptional children and the preperation and use of instructional materials.

WITH A YEAR'S training, including practical experience with Indian and other youngsters, it is expected that the teacher aides — whose value is further enhanced by their knowledge of their native language — will make a positive contribution to the regular teacher in helping bridge the cultural gap. Learning by the children should improve.

This month and next, about half of the trainees will work on the White Mountain, San Carlos, Salt River and Papago reservations in the south, and Crownpoint, Window Rock, Ganada, Chinle, Second Mesa and Red Lake in the north, serving in private and public schools, Bureau of Indian Affairs Schools and mission and boarding schools.

The other half will be divided among the Arizona Children's Colony, the Nueva Vista School at the state hospital, the United Cerebral Palsey School, some Tempe classes for trainable retarded children and the Maricopa County Accommodation School.

ALL 46 ARE scheduled to be visited by an institute faculty member at least once a week during the two months. In January and February, the prospective teacher aides will switch assignments, with those at the reservation schools coming to the five Valley locations and the others returning to reservation classrooms.

March will find all 46 back in the classroom at ASU for evaluation, further preparation, problem solving and permanent assignments. In April and May they'll be back in their own communities, with the regular visits from ASU staff scheduled to continue during that time.

If the program works as intended, Sullivan said, present beleaguered reservation teachers will not be the only ones to receive needed help. The prime beneficiaries, he pointed out, will be hundreds of children.

Extremely simple puzzles, each showing a basic shape, are used by teacher aide Myrna Miguel with youngsters from the Sacaton School to help them learn the concept of "parts-to-whole." Mrs. Miguel and 26 children were brought to ASU so the 46 Indians in teacher aide program there could mix actual experience with academic lessons.

One foot in each of two cultures

Navajo Times

November 27, 1969

TEMPE, Ariz.—The enormous difficulties of living with "one foot in each of two cultures," especially as they apply to Arizona Indians, may be eased to a degree for Indian youngsters as a result of an academic-year Teacher Aide Institute currently being conducted for 46 adults by the special education department of the College of Education at Arizona State University.

The program, financed under the Education Professions Development Act by the U.S. Office of Education, rotates day-long in class work at ASU with field work in reservation and other special education classrooms every two months so that the 46 aides will be thoroughly trained and "at home" in their new roles in classrooms next fall.

John Sullivan, director of the Institute, pointed out that reservation Indians are typically poverty-stricken, have sub-standard cultural difference between Indians and the dominant Anglo culture.

As a result, he said, too many Indian children show different forms of learning retardation which are "coped with" by a single teacher, usually, who is non-Indian and seldom trained specifically to deal with the cultural and learning differences.

The teacher aides, all of them Indians, are taught such subjects as Indian education, Indian history and culture, child growth and development, orientation to exceptional children and the preparation and use of instructional materials.

With a year's training, including practical experience with Indian and other youngsters, it is expected that the teacher aides whose value is further enhanced by their knowledge of their native language-will make a positive contribution to the regular teacher in helping bridge the cultural gap. Learning by the children should improve.

This month and next, about half of the trainees will work on the White Mountain, San Carlos, Salt River and Papago reservations in the south, and Crownpoint, Window Rock, Ganado, Chinle, Second Mesa and Red Lake in the north, serving in private and public schools, Bureau of Indian Affairs Schools and mission and boarding schools.

The other half will be divided among the Arizona Children's Colony, the Nueva Vista School at the state hospital, the United Cerebral Palsey School, some Tempe classes for trainable retarded children and the Maricopa County Accommodation School.

All 46 are scheduled to be visited by an Institute faculty member at lease once a week during the two months. In January and February, the prospective teacher aides will switch assignments, with those at the reservation schools coming to the five Valley locations and the others returning to reservation classrooms.

March will find all 46 back in the classroom at ASU for evaluation, further preparation, problem solving and permanent assignments. In April and May they'll be back in their own communities, with the regular visits from ASU staff scheduled to continue during that time.

If the program works as intended, Sullivan said, present beleagured reservation teachers will not be the only ones to receive needed help. The prime beneficiaries, he pointed out, will be hundreds of children.

APPENDIX D - FORMS

1. INSTITUTE INFORMATION

General Information Flyer

Letter of Acknowledgement

Application Blank

Notification of Selection

Notification of Selection as Alternate

GENERAL INFORMATION FLYER
ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA

EPDA INDIAN TEACHER AIDE PROJECT

September 7, 1969 - May 29, 1970

PROGRAM: The primary purpose of this project is to prepare 47 Indian personnel to function as Teacher Aides in special and regular classrooms having large numbers of Indian and handicapped children. The initial weeks of the program will be devoted to classroom instruction in the areas of child development, exceptional children, classroom procedures, and the use of innovative educational materials and equipment. Following this initial preparation period, trainees will be placed in cooperating schools where they will receive on the job experience as teacher aides. This actual work experience will be under the supervision of Project personnel who will meet regularly with the aides and the cooperating school personnel.

LOCATION: The orientation phase of the program will be conducted at Arizona State University. Trainees will be placed for inservice experience in metropolitan Phoenix and in a school within or near their own community.

ELIGIBILITY: Participants will be selected from applicants who:

1. are high school graduates or have reached their 18th birthday.
2. are able to speak English and the dominant language of the community they intend to serve.
3. are interested in working with children.
4. are recommended by school and community leaders.
5. have been interviewed by the Project staff.

ACADEMIC CREDIT: Those trainees who are eligible for college admission may receive college credit for that part of their training which would regularly carry such credit.

STIPENDS: Trainees will receive a $2,000 stipend plus $400 per dependent. Each trainee will be responsible for his own expenses.

HOUSING: The Project staff will assist trainees in locating housing.

APPLICATION PROCEDURE: Requests for applications should be addressed to:

Mr. John Sullivan, Director
EPDA Indian Teacher Aide Project
College of Education
Arizona State University
Tempe, Arizona 85281 (Phone # 602-961-6156)

APPLICATIONS SHOULD BE SUBMITTED IMMEDIATELY

This project is conducted as authorized under Parts C and D of the Education Professions Development Act and administered by the U.S. Office of Education. It is conducted in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

SAMPLE LETTER TO BE USED IN ANSWERING REQUESTS FOR APPLICATIONS.

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

Date

_____
_____
_____ _____

Dear _____:

Thank you for your interest in the EPDA Indian Teacher Aide Institute.

Enclosed is an application for you to fill out and return.

After you return your application form we hope to get in touch with you soon and make arrangements for you to be interviewed by one of the Institute staff.

Final selection of participants will be made on August 15, 1969. All participants will be notified by mail immediately.

Sincerely,

John J. Sullivan, Director
EPDA Indian Teacher Aide Institute

JJS/cn

Enclosure

ARIZONA STATE UNIVERSITY

COLLEGE OF EDUCATION

APPLICATION FOR EPDA TEACHER-AIDE PROGRAM

Please print or type

Date: _____

Name: Mr., Mrs., Miss _____
Last First Middle

Home Address: _____

Mailing Address: _____
Zip Code

Date of Birth _____ Social Security Number ___/___/___

Marital Status: Single ☐ Married ☐ Widowed ☐ Separated ☐ Divorced ☐

Number of children: _____ Ages: _____

If married, is your husband or wife now employed? _____ Position _____

. . . . . .

EDUCATION

	Name and location	Did you graduate?
Elementary	_____	_____
High School	_____	_____
College	_____	_____

. . . . . .

WORK EXPERIENCE

_____

_____

_____

. . . . . .

REFERENCES

Name	Position	Address
1.		
2.		
3.		

GENERAL:

(Give here any additional information of interest or value regarding your application for a Traineeship)

_____

_____

_____

_____

Brief statement about your career desires for the future: _____

_____

_____

_____

_____

_____
Signature of applicant

Please return to: John Sullivan, Director
EPDA Teacher Aide Project
College of Education
Arizona State University
Tempe, Arizona 85281

SAMPLE LETTER SENT TO ALL PARTICIPANTS THAT WERE ACCEPTED.

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

Date

_____
_____
_____ _____

Dear _____:

We are pleased to inform you that you have been selected as one of the forty-seven (47) participants for the EPDA Indian Teacher Aide Institute to be conducted by Arizona State University from September 7, 1969 through May 9, 1970.

If you plan to accept the appointment, the enclosed letter of acceptance must be returned immediately.

If the acceptance letter is not received, your name will be dropped as a participant on August 29, 1969, and a replacement will be selected from the waiting list of alternate candidates.

Information and reservation forms for the Sands of Phoenix Motel will be sent to you by the motel.

We are looking forward to your participation in this Institute.

Sincerely,

John J. Sullivan

John J. Sullivan, Director
EPDA Indian Teacher Aide Institute

JJS:cwc
Enclosure

SAMPLE LETTER WRITTEN AND SENT TO ALL ALTERNATES.

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

September 9, 1969

_____
_____
_____ _____

Dear _____:

We are happy to notify you that you have been selected as one of the alternates in the EPDA Indian Teacher Aide Institute.

If a selected participant declines the appointment, we will contact you to find out if you will be able to participate. In addition, your name will be kept on our list for next year's program.

We appreciate your willingness to take part in this effort to help the schools work toward better education for our boys and girls.

Sincerely,

John J. Sullivan, Director
EPDA Indian Teacher Aide Institute

JJS/cn

APPENDIX D - FORMS

2. PRACTICUM EXPERIENCE FORMS

Aide's Weekly Evaluation of Their Activities

Teacher's Weekly Evaluation of Aide Activities

Supervisor Evaluation of the School Aide Program

AIDE'S WEEKLY EVALUATION OF THEIR ACTIVITIES

Aide's Name _____ Week of _____ Aide Classification _____

Date	List of Activities	How well were your activities accomplished?	If this was a very effective activity, why?	If this was a very ineffective activity, why?	What other activities could you have done this week to make lessons more effective?	Other Comments

TEACHER'S WEEKLY EVALUATION OF AIDE ACTIVITIES

Teacher's Name_____ Week of_____ Grade Level_____

Date	List of Activities	How well were the aide's activities accomplished?	If this was a very effective activity, why?	If this was a very ineffective activity, why?	What other activities could the aide have done this week to make lessons more effective?	Other Comments

SUPERVISOR EVALUATION OF THE SCHOOL AIDE PROGRAM

Evaluator_____ Aide_____

Month_____, 19___ Aide Classification_____

1. Does the aide have good rapport with teachers and children? Yes____ No____ Comments:_____

_____

2. Has the aide shown initiative in the classroom? Yes____ No____ Comments:_____

_____

3. In what areas was he most helpful?_____

_____

_____

4. In what areas was he of least help?_____

_____

5. Please comment on any personal qualities which hampered or enhanced the effectiveness of the aide:_____

_____

_____

_____

6. Evaluator's suggestions:_____

_____

APPENDIX D - FORMS

3. INSTITUTE CONCLUSION

Diploma

Grade Reports

Congratulatory Letter

Certificate

of

Educational Achievement

Awarded To

EPDA
INSTITUTE
for
TEACHER
AIDES

In recognition of participation in the 1969-70 EPDA Teacher Aide Institute conducted at Arizona State University, Tempe, Arizona.

Dated this 29th day of May, 1970

Institute Director

DIPLOMA

GRADE REPORTS

EPDA TEACHER AIDE PROJECT

College credits earned during the 1969-1970
school year from Central Arizona College.

NAME_____ DATE_____

COURSE	CREDITS	GRADE
40-210-280 Child Growth and Development	____	____
50-100-281 General Psychology	____	____
50-100-484 Introduction to Education	____	____
50-102-485 Cultural Antropology	____	____
40-290-282 Special Projects (Experience in Special Education classes in the Phoenix area)	____	____
40-290-486 Special Projects (Experience in classes in Reservation schools)	____	____

Grades for the first four courses listed were those earned by you on tests given during your course work on campus.

Grades for Special Projects were determined by considering the evaluations of your participation by cooperating teachers, the aide evaluation forms turned in by you, and yourattendance and punctuality in the classroom.

In cases where there were excessive absences, for any reason, no credit was given.

CONGRATULATORY LETTER

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION

EPDA Indian Teacher Aide Institute

TEMPE, ARIZONA 85281

May 26, 1970

_____
_____
_____ _____

Dear _____:

It is with pleasure that we present this certificate to you. We have enjoyed our association with you over the last nine months. It is our hope that your participation in the Teacher Aide Institute has been equally enjoyable and rewarding.

Central Arizona College has been most cooperative in handling the college credits you have earned this year. The EPDA project is taking care of the tuition expense at no cost to you.

The Central Arizona College credits can be transferred to the College or University of your choice. If you wish a transcript, you should write to the Registrar, Central Arizona College, Coolidge, Arizona 85228. Enclose your name, social security number, the year the credits were earned (fall and spring semesters of 1969-70), and the college to which you wish the transcript sent.

Our best wishes go with you as you leave the Institute and enter into new careers. We feel certain that your contribution to the children in your schools will be significant.

Cordially,

John J. Sullivan, Director

Robyn A. Sullivan, Instructor

Albert L. Joseph, Instructor

cn

Enclosures